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DIGEST OF PUBLIC LAW 88-665

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS, 1964.

Extends the program provided for in the National Defense Education Act of 1958 for three additional years, to June 30, 1968, and extends Public Laws 815 and 874, 81st Congress, relating to Federal aid for the construction, maintenance, and operation of schools in federally impacted areas, for one additional year, to June 30, 1966.

THE HISTORY OF THE

REIGN OF
HAROLD GODWINSON
AND
WILLIAM THE FIRST
BY
JOHN G. RICHARDS
OF
THE
UNIVERSITY OF CAMBRIDGE
AND
OF THE
BRITISH MUSEUM
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88TH CONGRESS
2D SESSION

H. R. 11904

IN THE HOUSE OF REPRESENTATIVES

JULY 2, 1964

Mrs. GREEN of Oregon introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend and extend the National Defense Education Act of 1958.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That this Act may be cited as the “National Defense Educa-
4 tion Act Amendments, 1964”.

TITLE I—AMENDMENTS OF TITLE I

SCHOOLS OF NURSING

7 SEC. 101. The second sentence of section 103 (b) of the
8 National Defense Education Act of 1958 is amended by
9 inserting before the period at the end thereof the following:
10 “, and includes any school of nursing as defined in subsection
11 (1) of this section”.

ADDITIONAL DEFINITIONS

1

2 SEC. 102. Section 103 of such Act is amended by adding
3 at the end thereof the following:

4 “(l) The term ‘school of nursing’ means a public or
5 other nonprofit collegiate, associate degree, or diploma school
6 of nursing.

7 “(m) The term ‘collegiate school of nursing’ means a
8 department, division, or other administrative unit in a college
9 or university which provides primarily or exclusively an
10 accredited program of education in professional nursing and
11 allied subjects leading to the degree of bachelor of arts,
12 bachelor of science, bachelor of nursing, or to an equivalent
13 degree, or to a graduate degree in nursing.

14 “(n) The term ‘associate degree school of nursing’
15 means a department, division, or other administrative unit in
16 a junior college, community college, college, or university
17 which provides primarily or exclusively an accredited two-
18 year program of education in professional nursing and allied
19 subjects leading to an associate degree in nursing or to an
20 equivalent degree.

21 “(o) The term ‘diploma school of nursing’ means a
22 school affiliated with a hospital or university, or an inde-
23 pendent school, which provides primarily or exclusively an
24 accredited program of education in professional nursing and

1 allied subjects leading to a diploma or to equivalent indicia
2 that such program has been satisfactorily completed.

3 “(p) The term ‘accredited’ when applied to any pro-
4 gram of nurse education means a program accredited by a
5 recognized body or bodies approved for such purpose by the
6 Commissioner of Education.”

7 TITLE II—AMENDMENTS OF TITLE II

8 APPROPRIATIONS AUTHORIZED

9 SEC. 201. The first sentence of section 201 of the Na-
10 tional Defense Education Act of 1958 is amended by striking
11 out “and \$135,000,000 for the fiscal year ending June 30,
12 1965, and such sums for the fiscal year ending June 30,
13 1966, and each of the next three fiscal years as may be
14 necessary to enable students who have received loans for
15 school years ending prior to July 1, 1965, to continue or
16 complete their education” and inserting in lieu thereof
17 “\$163,300,000 for the fiscal year ending June 30, 1965,
18 \$179,300,000 for the fiscal year ending June 30, 1966,
19 and \$200,000,000 for the fiscal year ending June 30, 1967,
20 and such sums for the fiscal year ending June 30, 1968, and
21 each of the next three fiscal years as may be necessary to
22 enable students who have received loans for school years
23 ending prior to July 1, 1967, to continue or complete their
24 education”.

1

ALLOTMENTS TO STATES

2

SEC. 202. Section 202 of the National Defense Education Act of 1958 (20 U.S.C. 422) is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1967".

6

PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

7

SEC. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is further amended by striking out subsection (b) and by striking out "(a)" after "SEC. 203."

12

CONDITIONS OF AGREEMENTS

13

SEC. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

16

"(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic background;"

20

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

TERMS OF LOANS

SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

“(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student.”

(b) (1) Subparagraph (1) (C) of subsection (b) of such section 205 is amended by striking out “either as an undergraduate or graduate student” and inserting in lieu thereof “as an undergraduate, graduate, or professional student”.

(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out “and (D)” and

1 inserting in lieu thereof the following: “(D) the institution
2 may provide that periodic installments need not be paid dur-
3 ing any period or periods, aggregating not in excess of three
4 years, during which the borrower is in part-time attendance
5 at an institution of higher education taking courses which
6 are creditable toward a degree, and may also provide that
7 any such period shall not be included in determining the ten-
8 year period during which the repayment must be completed,
9 but interest shall continue to accrue during any such period,
10 and (E) ”.

11 (3) Subparagraph (3) of such subsection (b) of such
12 section 205 is amended to read as follows:

13 “(3) not to exceed 50 per centum of any such loan
14 (plus interest) shall be cancelled for service as a full-
15 time (A) teacher in a public or other nonprofit ele-
16 mentary or secondary school in a State, in an institution
17 of higher education, or in an elementary or secondary
18 school overseas of the Armed Forces of the United
19 States; (B) professional social worker for a public wel-
20 fare agency or a nonprofit private organization; (C)
21 social worker, teacher, registered nurse, or counselor on
22 a Federal, State, or local project designed to eliminate
23 poverty and carried on under the provisions of the ‘Eco-
24 nomic Opportunity Act of 1964’ at the rate of 10 per
25 centum of the amount of such loan plus interest thereon,

1 which was unpaid on the first day of such service for
2 each complete academic year of such service in the case
3 of teachers referred to in clause (A), and for each
4 twelve-month period in the case of persons referred to
5 in clauses (B) or (C).”

6 (4) Paragraph (4) of subsection (b) of such section
7 205 is amended by inserting immediately before the semi-
8 colon at the end thereof the following: “in all cases except
9 where the date on which repayment is to begin is suspended
10 by reason of clause (D) of paragraph (2)”.

11 (c) The amendment made by subsection (a) shall
12 apply for purposes of determining the amount of any loans
13 under title II of the National Defense Education Act of
14 1958 for academic years beginning after the date of enact-
15 ment of this Act. The amendments made by paragraphs (2)
16 and (4) of subsection (b) shall apply to any loan (under
17 an agreement under title II of the National Defense Educa-
18 tion Act of 1958) outstanding on the date of enactment of
19 this Act only with the consent of the institution which made
20 the loan. The amendment made by paragraph (3) of sub-
21 section (b) shall apply with respect to service described in
22 clause (A) of section 205(b)(3) of the National Defense
23 Education Act of 1958 performed during academic years
24 beginning after the enactment of this Act, and shall apply
25 with respect to service described in clause (B) or (C) of

1 section 205 (b) (3) of such Act performed after the date of
2 enactment of this Act, whether the loan was made before
3 or after such enactment.

4 DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

5 SEC. 206. Section 206 of the National Defense Educa-
6 tion Act of 1958 (20 U.S.C. 426) is amended by striking
7 out "1969" wherever it appears therein and inserting in lieu
8 thereof "1971".

9 COORDINATION OF STUDENT LOAN PROGRAMS

10 SEC. 207. (a) The amendment made by subsection (b)
11 is enacted by the Congress in recognition of the fact that
12 good administration requires that, in administering feder-
13 ally assisted student-loan programs, the institutions of higher
14 education should not be required to deal with more than one
15 Federal agency, and that such programs should be admin-
16 istered in as nearly uniform a manner as is reasonably
17 practicable.

18 (b) Section 209 of the National Defense Education Act
19 of 1958 is amended by redesignating subsections (a) and
20 (b) as "(f)" and "(g)", respectively, and by inserting
21 immediately after "SEC. 209." the following:

22 "(a) The Secretary shall vest responsibility for the
23 administration of all student-loan programs carried on, or
24 assisted, by the Department of Health, Education, and
25 Welfare in a single officer of such Department.

1 “(b) The maximum loan which may be made during
2 an academic year, or its equivalent, to a graduate or profes-
3 sional student under any student-loan program carried on or
4 assisted by any department or agency of the United States
5 shall, notwithstanding any other provision of law, be \$2,500.

6 “(c) After June 30, 1965, except as provided in sub-
7 section (d), an institution of higher education may not par-
8 ticipate in the student loan program under this Act, if at the
9 same time such institution is participating in any other
10 student loan program carried on or assisted by the Depart-
11 ment of Health, Education, and Welfare, with the exception
12 of the loan program administered under the Migration and
13 Refugee Assistance Act of 1962.

14 “(d) An institution of higher education may, upon notice
15 to the Secretary, discontinue its participation in any student-
16 loan program carried on or assisted by the Department of
17 Health, Education, and Welfare in preparation for beginning
18 its participation in a different student-loan program. The
19 Secretary shall provide by regulations (which shall be bind-
20 ing on the institution) for the discontinuation of such student-
21 loan program upon the receipt of such notice and for the
22 distribution of the assets of the student-loan fund thereof.
23 Such regulations shall provide—

24 “(1) that the discontinuation of the program and

1 the distribution of assets from the student-loan fund will
2 be carried on at a rate, and in a manner, which will
3 insure that students who received loans under the pro-
4 gram to be discontinued, will be able to receive such
5 loans under such program as may be necessary to enable
6 them to continue or complete their education, and

7 “(2) that the assets of the student-loan fund, and
8 repayments of loans made therefrom, will be equitably
9 divided between the institution of higher education and
10 the United States.

11 “(e) If, on the date of enactment of the National De-
12 fense Education Act Amendments, 1964, an institution of
13 higher education is participating in a student-loan program
14 both under this Act and under another Act, it shall notify
15 the Secretary before July 1, 1965, as to which of such
16 student-loan programs it elects to participate in in the future.
17 Thereupon the Secretary shall provide for the discontinuance
18 of the other student-loan program (and the distribution of its
19 student-loan fund) in the same manner as provided for dis-
20 continuance of student-loan programs (and distribution of
21 their student-loan funds) under the preceding subsections.”

22 TITLE III—AMENDMENTS OF TITLE III

23 APPROPRIATIONS AUTHORIZED

24 SEC. 301. Section 301 of the National Defense Educa-
25 tion Act of 1958 is amended to read as follows:

1 “APPROPRIATIONS AUTHORIZED

2 “SEC. 301. There are hereby authorized to be appro-
3 priated \$70,000,000 for the fiscal year ending June 30,
4 1959, and for each of the eight succeeding fiscal years, for
5 (1) making payments to State educational agencies under
6 this title for the acquisition of equipment (suitable for use in
7 providing education in science, mathematics, history,
8 geography, modern foreign language, and English), but
9 excluding supplies which are consumed in use, and for minor
10 remodeling described in paragraph (1) of section 303 (a),
11 and (2) making loans authorized in section 305. There are
12 also authorized to be appropriated \$5,000,000 for the fiscal
13 year ending June 30, 1959, and each of the eight succeeding
14 fiscal years for making payments to State educational agen-
15 cies under this title to carry out the programs described in
16 paragraph (5) of section 303 (a).”

17 ALLOTMENTS TO STATES

18 SEC. 302. (a) The second sentence of subsection
19 (a) (2) of section 302 of the National Defense Education
20 Act of 1958 is amended by striking out “as soon as possible
21 after the enactment of this Act, and again between July 1
22 and August 31 of 1959” and inserting in lieu thereof “be-
23 tween July 1 and August 31 of each even-numbered year
24 beginning with calendar year 1964”.

25 (b) The third sentence of such subsection is amended

1 to read as follows: "Each such promulgation shall be con-
2 clusive for each of the two fiscal years in the period July 1
3 next succeeding such promulgation, except that the ratios
4 promulgated in 1959 shall be conclusive for each of the five
5 fiscal years in the period beginning July 1, 1960, and ending
6 June 30, 1965."

7 (c) Effective with respect to allotments under subsec-
8 tion (b) of section 302 of such Act for fiscal years beginning
9 after June 30, 1964, the third sentence of such subsection
10 is amended by striking out "\$20,000" wherever it appears
11 therein and inserting in lieu thereof "\$50,000".

12 STATE PLANS

13 SEC. 303. (a) Clause (A) of section 303 (a) (1) of the
14 National Defense Education Act of 1958 is amended to read
15 as follows: "(A) acquisition of laboratory and other special
16 equipment (other than supplies consumed in use), includ-
17 ing audiovisual materials and equipment and printed and
18 published materials (other than textbooks), suitable for use
19 in providing education in science, mathematics, history, geog-
20 raphy, modern foreign language, or English in public
21 elementary or secondary schools, or both, and of testgrading
22 equipment for such schools and specialized equipment for
23 audiovisual libraries serving such schools, and".

24 (b) Paragraph (5) of section 303 (a) is amended by
25 striking out "and modern foreign languages" and inserting

1 in lieu thereof "history, geography, modern foreign lan-
2 guages, and English".

3 PAYMENTS TO STATES

4 SEC. 304. The second sentence of subsection (b) of sec-
5 tion 304 of such Act is amended by striking out "five" and
6 inserting in lieu thereof "seven".

7 INTEREST RATES

8 SEC. 305. Paragraph (3) of subsection (b) of section
9 305 of such Act is amended by striking out "as of the last day
10 of the month" and inserting in lieu thereof the following:
11 "as computed at the end of the fiscal year next".

12 TITLE IV—FELLOWSHIPS

13 SEC. 401. Effective July 1, 1964, section 402 (a) of the
14 National Defense Education Act of 1958 is amended to read
15 as follows:

16 "NUMBER OF FELLOWSHIPS

17 "SEC. 402. (a) During the fiscal year ending June 30,
18 1965, the Commissioner is authorized to award not to exceed
19 five thousand fellowships to be used for study in graduate
20 programs at institutions of higher education, during the fiscal
21 year ending June 30, 1966, he is authorized to award not to
22 exceed seven thousand five hundred such fellowships, and
23 during the fiscal year ending June 30, 1967, he is authorized
24 to award not to exceed ten thousand such fellowships. Such

1 fellowships may be awarded for such period of study as the
2 Commissioner may determine, but not in excess of three
3 academic years, except that where a fellowship holder pur-
4 sues his studies as a regularly enrolled student at the institu-
5 tion during periods outside the regular sessions of the grad-
6 uate program of the institution, a fellowship may be awarded
7 for a period not in excess of three calendar years.”

8 AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

9 SEC. 402. (a) The first sentence of subsection (a) of
10 section 403 of the National Defense Education Act of 1958
11 is amended to read as follows: “Of the total number of
12 fellowships authorized by section 402 (a) to be awarded
13 during a fiscal year (1) not less than one-third of such
14 fellowships awarded during the fiscal years ending June
15 30, 1965, and June 30, 1966, and not less than 2,500 for
16 each fiscal year thereafter, shall be awarded to individuals
17 accepted for study in graduate programs approved by the
18 Commissioner under this section, and (2) the remainder
19 shall be awarded on such bases as he may determine, sub-
20 ject to the provisions of subsection (c). The second sen-
21 tence of subsection (a) of such section is amended by striking
22 out “, and” at the end of clause (2) and inserting in lieu
23 thereof a period, and by striking out clause (3) thereof.

24 (b) Section 403 (b) of such Act is amended by striking

1 out "under this title" and inserting in lieu thereof "as
2 described in clause (1) of subsection (a)", and by inserting
3 before the period at the end thereof the following: "and
4 the Commissioner shall give consideration to such objective
5 in determining the number of fellowships awarded under this
6 title for attendance at any one institution of higher educa-
7 tion".

8 (c) Section 403 of such Act is further amended by add-
9 ing at the end thereof the following new subsections:

10 " (c) Recipients of fellowships under this title shall be
11 persons who are interested in teaching, or continuing to
12 teach, in institutions of higher education and are pursuing,
13 or intend to pursue, a course of study leading to a degree
14 of doctor of philosophy or an equivalent degree.

15 " (d) No fellowship shall be awarded under this title
16 for study at a school or department of divinity. For the
17 purposes of this subsection, the term 'school or department
18 of divinity' means an institution or department or branch of
19 an institution, whose program is specifically for the education
20 of students to prepare them to become ministers of religion or
21 to enter upon some other religious vocation or to prepare
22 them to teach theological subjects."

23 (d). The amendments made by this section shall become
24 effective July 1, 1964.

FELLOWSHIP STIPENDS

SEC. 403. Section 404 (a) of the National Defense Education Act of 1958 is amended (1) by striking out “academic year of study after the baccalaureate degree” and inserting in lieu thereof “year of study”, and (2) by adding at the end thereof the following: “Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents.”

TITLE V—GUIDANCE, COUNSELING, AND TESTING;
IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

APPROPRIATIONS AUTHORIZED

SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out “and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year,” and inserting in lieu thereof “\$17,500,000 for the fiscal year ending June 30, 1964, \$25,000,000 for the fiscal year ending June 30, 1965, \$25,500,000 for the fiscal year ending June 30, 1966, and \$32,500,000 for the fiscal year ending June 30, 1967,”.

STATE PLANS

SEC. 502. Paragraphs (1) and (2) of section 503 (a) of the National Defense Education Act of 1958 are amended to read as follows:

“(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

“(2) a program of guidance and counseling in the public elementary or secondary schools or public junior colleges or technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education,

1 take the necessary courses for admission to institutions of
2 higher education, and enter such institutions.”

3 PAYMENTS TO STATES

4 SEC. 503. (a) Section 504 (a) of the National Defense
5 Education Act of 1958 is amended by striking out “five” and
6 inserting in lieu thereof “seven”.

7 (b) Section 504 (b) of such Act is amended by striking
8 out “, who are not below grade 7,” and by striking out “six”
9 and inserting in lieu thereof “eight”, and by inserting after
10 “schools” the first time it appears the following: “, or
11 in junior colleges and technical institutes,”.

12 JUNIOR COLLEGES AND TECHNICAL INSTITUTES

13 SEC. 504. Title V of the National Defense Education Act
14 of 1958 is amended by inserting after section 504 the follow-
15 ing new section:

16 “DEFINITIONS

17 “SEC. 505. For the purposes of this title, the term
18 ‘junior colleges or technical institutions’ means (1) institu-
19 tions of higher education which are organized and admin-
20 istered principally to provide a two-year program which is
21 acceptable for full credit toward a bachelor’s degree, and
22 (2) institutions which meet the requirements of clauses
23 (1), (2), (4), and (5) of section 103 (b) and are orga-
24 nized and administered principally to provide a two-year

1 program in engineering, mathematics, or the physical or
 2 biological sciences which is designed to prepare the student
 3 to work as a technician and at a semiprofessional level in
 4 engineering, scientific, or other technological fields which
 5 require the understanding and application of basic engineer-
 6 ing, scientific, or mathematical principles or knowledge, and,
 7 if a branch of an institution of higher education offering four
 8 or more years of higher education, is located in a community
 9 different from that in which its parent institution is located.”

10 REPEALER

11 SEC. 505. Title V of the National Defense Education
 12 Act of 1958 is amended by striking out the heading “Part
 13 A—State Programs”, and by striking out part B thereof.

14 TECHNICAL AMENDMENT

15 SEC. 506. Sections 501, 503, and 504 of the National
 16 Defense Education Act of 1958 are each amended by strik-
 17 ing out “part” and inserting in lieu thereof “title”.

18 TITLE VI—LANGUAGE DEVELOPMENT

19 EXTENSION OF TITLE

20 SEC. 601. (a) Section 601 of the National Defense
 21 Education Act of 1958 is amended by striking out “1965”
 22 wherever it appears therein and inserting in lieu thereof
 23 “1967”.

1 (b) Section 603 of such Act is amended to read as
 2 follows:

3 "APPROPRIATIONS AUTHORIZED

4 "SEC. 603. There are hereby authorized to be appro-
 5 priated \$8,000,000 for the fiscal year ending June 30, 1964,
 6 \$13,000,000 for the fiscal year ending June 30, 1965,
 7 \$14,000,000 for the fiscal year ending June 30, 1966, and
 8 \$16,000,000 for the fiscal year ending June 30, 1967, to
 9 carry out the provisions of this title."

10 REPEALER

11 SEC. 602. Effective July 1, 1964, title VI of the Na-
 12 tional Defense Education Act of 1958 is amended by striking
 13 out the center heading "Part A—Centers and Research and
 14 Studies" and by striking out part B thereof.

15 TITLE VII—UTILIZATION OF TELEVISION, RA-
 16 DIO, MOTION PICTURES, AND RELATED
 17 MEDIA FOR EDUCATIONAL PURPOSES

18 EXTENSION OF PROGRAM

19 SEC. 701. Section 763 of the National Defense Educa-
 20 tion Act of 1958 is amended by striking out "six succeeding
 21 fiscal years" and inserting in lieu thereof "eight succeeding
 22 fiscal years".

23 TITLE VIII—MISCELLANEOUS

24 STATE ADMINISTRATION

25 SEC. 801. (a) Subparagraph (2) of section 1004 (a)
 26 of the National Defense Education Act of 1958 is amended

1 by inserting before the semicolon “and will keep such records
2 and afford such access thereto as the Commissioner may find
3 necessary to assure the correctness and verifications of such
4 reports”.

5 (b) Subparagraph (3) of such section 1004 (a) is
6 amended by inserting before the period at the end thereof
7 “(including such funds paid by the State to the local educa-
8 tional agencies) ”.

9 EXTENSION OF STATISTICAL SERVICES PROGRAM

10 SEC. 802. Section 1009 (a) of the National Defense
11 Education Act of 1958 is amended by striking out “six” and
12 inserting in lieu thereof “eight”.

13 TITLE IX—ADDITIONAL TITLES

14 SEC. 901. (a) The National Defense Education Act of
15 1958 is amended by adding at the end thereof the following
16 new titles:

17 “TITLE XI—INSTITUTES

18 “AUTHORIZATION OF INSTITUTES

19 “SEC. 1101. There are authorized to be appropriated
20 \$35,000,000 for the fiscal year ending June 30, 1965, and
21 each of the two succeeding fiscal years, to enable the Com-
22 missioner to arrange, through grants or contracts, with col-
23 leges and universities for the operation by them of short-
24 term or regular session institutes for advanced study, includ-
25 ing study in the use of new materials, to improve the
26 qualification of individuals—

1 “(1) who are engaged, or are teachers preparing
2 to engage, in the elementary or secondary schools or in
3 institutions of higher education (which, for purposes of
4 this section shall include junior colleges and technical
5 institutes as defined in section 505), as counseling and
6 guidance personnel, or

7 “(2) who are engaged in or preparing to engage in
8 the teaching, or supervising or training of teachers, of
9 history, geography, modern foreign languages, English,
10 or of disadvantaged youth, in elementary or secondary
11 schools.

12 "STIPENDS

13 “SEC. 1102. Each individual who attends an institute
14 operated under the provisions of this title shall be eligible
15 (after application therefor) to receive a stipend at the rate
16 of \$75 per week for the period of his attendance at such
17 institute, and each such individual with one or more depend-
18 ents shall receive an additional stipend at the rate of \$15
19 per week for each such dependent.

20 "TITLE XII—CAPITOL PAGE SCHOOL

21 “SEC. 1201. There is hereby created a Capitol
22 Page Facilities Board (hereinafter referred to as the
23 ‘Board’), which shall be composed of two Senators, to
24 be appointed by the President pro tempore of the Senate, two
25 Members of the House of Representatives, to be appointed

1 by the Speaker, and one Justice of the Supreme Court to
2 be appointed by the Chief Justice of the United States. One
3 of the members of the Board shall be a member of the Com-
4 mittee on Labor and Public Welfare of the Senate, and one
5 of the members shall be a member of the Committee on
6 Education and Labor of the House of Representatives.

7 “(b) The Board is authorized and directed to provide
8 for the construction of a Capitol Page School located as near
9 as practicable to the Capitol, which will offer residence, edu-
10 cational, dining, recreational, and physical training facilities
11 for pages employed by the Senate, the House of Representa-
12 tives, and the Supreme Court.

13 “(c) The Board shall appoint one or more persons of
14 mature years to be responsible for the maintenance of the
15 Capitol Page School and the operation of the residential,
16 dining, and recreational facilities of such school, under rules
17 made by the Board.

18 “(d) (1) Each page employed by the Senate, the
19 House of Representatives, or the Supreme Court shall be
20 required to reside at the Capitol Page School upon com-
21 pletion of its construction while the Senate, the House
22 of Representatives, or the Supreme Court, as the case
23 may be, is in session and during all periods when he is
24 entitled to receive compensation as a page, unless he is
25 authorized by the Board to reside elsewhere.

1 “(2) Any page employed by the Senate, the House of
2 Representatives, or the Supreme Court, may, with the ap-
3 proval of the Board, reside at the Capitol Page School dur-
4 ing such times as the Senate, the House of Representatives,
5 or the Supreme Court, as the case may be, is in recess or
6 adjournment, if he was entitled to reside at such school
7 during the session of the Senate, the House, or the Supreme
8 Court immediately preceding such recess or adjournment or
9 if he has been appointed as a page subsequent to the end of
10 such session.

11 “(e) The Board shall establish such rates and fees for
12 residing at the Capitol Page School as it deems necessary.

13 “(f) (1) There are authorized to be appropriated such
14 sums as may be necessary for the construction and mainte-
15 nance of the Capitol Page School.

16 “(2) There are authorized to be appropriated such funds
17 as may be necessary for the operation of the residential, din-
18 ing, and recreational facilities of the Capitol Page School, to
19 be disbursed by the Secretary of the Senate on vouchers
20 signed by a member of the Board designated by it for such
21 purpose.”

1 TITLE X—AMENDMENTS OF TABLE OF CONTENTS

2 SEC. 1001. The table of contents of the National Defense
3 Education Act of 1958 is amended—

4 (1) by striking out

“PART A—STATE PROGRAMS”;

(2) by inserting after

“Sec. 504. Payments to States.”

the following:

“Sec. 505. Definitions.”

(3) by striking out

“PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

“Sec. 511. Authorization.”;

(4) by striking out

“PART A—CENTERS AND RESEARCH AND STUDIES”;

(5) by striking out

“PART B—LANGUAGE INSTITUTES

“Sec. 611. Authorization.”;

(6) by inserting at the end thereof the following:

“TITLE XI—INSTITUTES

“Sec. 1101. Authorization of institutes.

“Sec. 1102. Stipends.

“TITLE XII—CAPITOL PAGE SCHOOL”

88TH CONGRESS
2^D Session

H. R. 11904

A BILL

To amend and extend the National Defense
Education Act of 1958.

By Mrs. Green of Oregon

JULY 2, 1964

Referred to the Committee on Education and Labor

House

July 23, 1964

States (H. Rept. 1565). p. 16323

10. RECLAMATION. The Interior and Insular Affairs Committee reported with amendment H. R. 3672, to provide for the construction, operation, and maintenance of the Savery-Pot Hook and Fruitland Mesa participating reclamation projects under the Colorado River Storage Project Act (H. Rept. 1571); and S. J. Res. 49, authorizing the Secretary of the Interior to carry out a continuing program to reduce nonbeneficial consumptive use of water in the Pecos River Basin, in N. Mex. and Tex. (H. Rept. 1572). p. 16323
11. EDUCATION. The Education and Labor Committee ordered reported (but did not actually report) H. R. 11904, to amend and extend the National Defense Education Act. p. D583
12. FOREIGN TRADE. Rep. Curtis inserted an analysis prepared by the Library of Congress of the Joint Economic Committee's report, "The United States Balance of Payments." pp. 16309-11
13. PATENTS. Rep. Roudebush discussed the U. S. patent system and the antitrust laws and stated that he is of the conviction there is no conflict between the objectives of the antitrust statutes and the patent laws. pp. 16318-20
14. LEGISLATIVE PROGRAM. Rep. Albert announced that the legislative program for next week will include H. R. 9070, to establish a National Wilderness Preservation System. p. 16306
15. ADJOURNED until Mon., July 27. p. 16306

SENATE

16. POVERTY. By a vote of 62 to 33 passed with amendments S. 2642, the poverty bill. pp. 16142-7, 16148-54, 16156-70, 16178-244.

Agreed to the following amendments:

- By Sen. Smathers, 80 to 7, to modify the amendment by Sen. Javits, to facilitate effective participation of States in programs under the bill. pp. 16164-5.
- By Sen. Young, N. Dak., to indemnify dairy farmers forced to remove their milk from the market because of chemical residues. pp. 16187-90
- By Sen. Keating to provide a voluntary assistance program for needy children. pp. 16193-5
- By Sen. Lausche, 49 to 43, to eliminate the proposed family farm development corporations. pp. 16195-202.
- By Sen. McNamara, as an amendment to one proposed by Sen. Lausche, to reduce the authorization under Title III, Special Programs to Combat Poverty in Rural Areas, from \$50,000,000 to \$35,000,000. pp. 16208-9
- By Sen. Humphrey to authorize loans rather than grants of up to \$1,500 to low income rural families. pp. 16191-3
- By Sen. Clark of a technical, corrective nature, respecting contracts for research, training, and demonstrations. p. 16203

Rejected the following amendments:

- By Sen. Prouty, 45 to 46, to require prior approval of a State Governor before assistance may be furnished to any State program or project. pp. 16156-65
- By Sen. Holland, 46 to 49, to give the Governor of each State the right to a 30-day review of projects for youth programs and urban and rural community action programs. pp. 16203-8

- By Sen. Prouty, 33 to 61, to bar the establishment or operation by any Federal agency of conservation camps. pp. 16209-13
- By Sen. Lausche, 37 to 57, to reduce by \$100,000,000 the authorization of appropriations to finance Title I, Youth Programs. pp. 16214-5
- By Sen. Ervin to bar a grant to any school affiliated with any church or related organization. pp. 16190-2
17. STOCKPILE. Received from GSA a proposed bill to authorize disposal, without regard to the 6-month waiting period, of approximately 9,500,000 pounds of sisal from the national stockpile; to Armed Services Committee. p. 16115
Sen. Byrd, Va., inserted the report of the Joint Committee on Reduction of Nonessential Federal Expenditures showing Federal stockpile inventories for May 1964. pp. 16116-25
18. INDIANA DUNES. Sen. Douglas spoke in favor of S. 2249, to establish the Indiana Dunes National Lakeshore. pp. 16128-9
19. LOANS. Sen. Douglas inserted and commended an editorial favoring enactment of the truth-in-lending bill. p. 16129
Sen. Williams, Del., criticized Farmers Home Administration loans for recreation development. pp. 16141-2
20. FOOD PRICES. Sen. Hartke said food is now cheaper, in relation to income, than ever before, and inserted an article on this subject. pp. 16130-1
21. FISH. Sen. Pell inserted an article by Harlan C. Lampe on the problems of the fishing industry, in which he states that the U. S. is unusual in having such a strong agriculture that it can afford "the luxury of a declining fish industry." pp. 16130-1
22. ALASKA RELIEF. Sen. Jackson moved that the Senate concur in the House amendment to S. 2881, the Alaska relief bill, with a further amendment. There was discussion but no action upon this motion. pp. 16197-8
23. APPROPRIATIONS. Sen. Bennett inserted a summary and recommendations on the budget by the American Farm Bureau Federation. pp. 16245-7
24. FOREIGN TRADE. Sen. Javits noted an improvement in the balance-of-payments situation. pp. 16249-50
25. FISCAL AND ECONOMIC POLICY. Sen. Douglas inserted and commended a Washington Post editorial supporting the work of Rep. Patman and others in "formulating a series of proposals designed to achieve a closer coordination between our monetary policy and the other economic policies of the Federal Government." pp. 16251-2
26. TAXATION. The Finance Committee ordered favorably reported (but did not actually report) with amendment S. 2281, to clarify the components of, and to assist in the management of, the national debt and the tax structure; and H. R. 7307, to amend the Internal Revenue Code with respect to apportionment of the depletion allowance between parties to certain contracts. p. D581

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS,
1964

JULY 30, 1964.—Committed to the Committee of the Whole House on the State
of the Union and ordered to be printed

Mr. POWELL, from the Committee on Education and Labor, sub-
mitted the following

R E P O R T

[To accompany H.R. 11904]

The Committee on Education and Labor, to whom was referred
the bill (H.R. 11904) to amend and extend the National Defense
Education Act of 1958, having considered the same, report favorably
thereon with amendments and recommend that the bill as amended
do pass.

The amendments are as follows:

Page 1, after line 5, insert the following:

AMENDMENT OF STATEMENT OF FINDINGS

SEC. 101. The second sentence of the second paragraph
of section 101 of the National Defense Education Act of 1958
is amended by striking out "which have led to an insufficient
proportion of our population educated in science, mathe-
matics, and modern foreign language and trained in tech-
nology".

Page 1, line 7, strike out "101" and insert in lieu thereof "102".

Page 2, line 1, strike out "102" and insert in lieu thereof "103".

Page 22, line 6, strike out "or".

Page 22, line 11, strike out the period and insert "; or".

Page 22, after line 11, insert the following:

"(3) who are engaged as library personnel in the elemen-
tary or secondary schools, or as supervisors of such personnel.

Page 22, line 21, after "1102." insert "(a)".

Page 24, strike out lines 13, 14, and 15, and insert in lieu thereof the
following:

“(f)(1) There is hereby authorized to be appropriated for the construction of the Capitol Page School the sum of \$1,500,000.

Page 24, line 17, after “operation” insert “and maintenance”.

PURPOSE OF THE LEGISLATION

Achievements under the National Defense Education Act of 1958 have been impressive. There is ample evidence to prove that the various programs have made a substantial contribution in improving the quality of education in the United States. However, growing school enrollments, rising college costs, a continual manpower shortage in crucial fields and increasing demands for quality instruction warrant an extension and modification of the program.

It is the purpose of H.R. 11904 to extend the National Defense Education Act for 2 additional years and to expand and revise certain programs so as to insure that the purposes of the act are met. In addition to the 2-year extension and other minor amendments, the principal provisions of H.R. 11904 are designed—

(1) To assure that no student of ability is denied an opportunity for higher education because of financial need by providing for an increase in the funds for the student loan program and by expanding its provisions to more adequately meet the needs of all deserving students regardless of their course of study.

(2) To lessen the administrative burden on our universities by providing for the coordination of student loan programs.

(3) To assist in the training of teachers, social workers, and key personnel working on antipoverty programs by an expansion of the loan forgiveness feature.

(4) To assist local school districts in providing quality instruction by broadening the scope of the title III program of grants for the acquisition of equipment.

(5) To increase the number of college teachers by providing a greater number of graduate fellowships.

(6) To provide counseling, guidance, and testing services to greater numbers by an extension of the title V program to elementary schools and to junior colleges and technical institutes.

(7) To strengthen the program of Federal support of language development by authorizing a more satisfactory level of appropriations.

(8) To provide increased training opportunities for certain school personnel by authorizing a program of grants for training institutes for certain teachers, library personnel, and guidance and counseling personnel.

(9) To provide for the construction of a Capitol Page School.

SUMMARY AND DISCUSSION OF THE PRINCIPAL PROVISIONS

H.R. 11904 is composed of nine titles, the first eight of which contain amendments to expand and extend existing titles of the National Defense Education Act of 1958. The remaining title proposes the addition of two new titles to the act, title XI which contains a program of grants for the operation of training institutes for certain school personnel, and title XII which provides for the construction of a Capitol Page School.

BACKGROUND OF THE LEGISLATION

The National Defense Education Act of 1958 has been in operation for 6 years during which time programs authorized by the act have affected all levels of education from the elementary schools through the graduate schools.

Originally authorized for 4 years, the act was extended in 1961 for 2 additional years and in 1963 for 1 additional year. In addition to the amendments contained in the 1963 legislation extending the act, two amendments to the original act have been approved in separate legislation, Public Laws 87-400 and 87-835.

H.R. 11904 with the committee amendments reflects consideration of the provisions relating to the National Defense Education Act of H.R. 3000 recommended by the administration, and recommendations of the Office of Education, as well as testimony presented to the Education and Labor Committee in hearings conducted on H.R. 3000 and to the Special Subcommittee on Education in hearings conducted in both the 1st and 2d sessions of the 88th Congress on bills to amend the National Defense Education Act.

In addition to the testimony presented in public hearings, the Special Subcommittee on Education has received hundreds of letters from college and university personnel, teachers in elementary and secondary schools, students and parents requesting an extension of the act.

AMENDMENTS AFFECTING TITLE II

One of the major purposes of the National Defense Education Act is to assure that no student of ability will be denied an opportunity for higher education because of financial need. No Federal education program has done more to accomplish this objective than the student loan program carried on under title II of the National Defense Education Act.

More than 680,000 students have borrowed approximately \$325 million during the first 5 years of the program. Almost 325,000 prospective teachers borrowed under the program, and \$4 million of loan principal and interest has been canceled for actual teaching experience.

The record of the past is outstanding, but as we look ahead to growing college enrollments and to increased costs in higher education it is imperative that the program be continued and expanded. Concomitant with this, certain modifications in the program are necessary to meet the changing needs of the students, the colleges and universities, and the Nation. The amendments to title II are designed (1) to extend and expand the program, (2) to ease the administrative burdens of institutions of higher education by providing for coordination of student loan programs, and (3) to assist in providing trained and qualified manpower in areas which are of critical importance to the Nation.

In addition to extending the program for 2 additional years, the amendments provide for an increase in the 1965 authorization of appropriation from \$135 to \$163.3 million and an authorization of appropriations of \$179.3 million for fiscal year 1966 and \$200 million for 1967. The committee has been assured by the Department of Health, Education, and Welfare that the sum so authorized will be adequate to satisfy the anticipated requests of our universities and

colleges. In recommending a substantial increase in the title II authorization, it is the committee's intention to provide sufficient funds so that our colleges and universities, after a thorough consideration of the various factors relating to need, will be in a position to offer assistance to all needy applicants of ability whether they be undergraduate, graduate, or professional students.

The allocation by State of the proposed authorization for title II is presented in the following table:

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title II, section 202(a), as proposed to be amended by H.R. 11904: fiscal year 1965, fiscal year 1966, and fiscal year 1967

State	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967
United States and outlying parts.....	\$163,300,000	\$179,300,000	\$200,000,000
50 States and District of Columbia.....	162,176,927	178,066,889	198,624,528
Alabama.....	2,245,349	2,465,346	2,749,968
Alaska.....	65,807	72,255	80,596
Arizona.....	1,660,469	1,823,161	2,033,643
Arkansas.....	1,453,648	1,596,075	1,780,340
California.....	16,936,492	18,595,915	20,742,794
Colorado.....	2,270,206	2,492,639	2,780,411
Connecticut.....	2,071,351	2,274,300	2,536,866
Delaware.....	318,837	350,076	390,492
Florida.....	3,709,141	4,072,560	4,542,733
Georgia.....	2,704,085	2,969,029	3,311,801
Hawaii.....	568,096	623,757	695,770
Idaho.....	641,498	704,351	785,668
Illinois.....	8,082,566	8,874,490	9,899,040
Indiana.....	4,678,718	5,137,135	5,730,212
Iowa.....	3,103,388	3,407,456	3,800,843
Kansas.....	2,659,417	2,919,985	3,257,094
Kentucky.....	2,307,863	2,533,985	2,826,531
Louisiana.....	2,969,172	3,260,089	3,636,463
Maine.....	672,622	738,525	823,787
Maryland.....	2,298,143	2,523,313	2,814,627
Massachusetts.....	6,283,631	6,899,296	7,695,813
Michigan.....	7,057,009	7,748,449	8,642,999
Minnesota.....	3,954,895	4,342,392	4,843,717
Mississippi.....	1,931,505	2,120,752	2,365,591
Missouri.....	4,036,476	4,431,967	4,943,633
Montana.....	744,378	817,311	911,669
Nebraska.....	1,545,967	1,698,538	1,894,632
Nevada.....	176,388	193,670	216,029
New Hampshire.....	660,512	725,229	808,956
New Jersey.....	3,140,674	3,448,394	3,846,508
New Mexico.....	832,864	914,467	1,020,041
New York.....	13,144,547	14,432,439	16,098,649
North Carolina.....	4,104,514	4,506,671	5,026,962
North Dakota.....	786,815	863,906	963,644
Ohio.....	7,977,456	8,759,081	9,770,307
Oklahoma.....	2,636,526	2,894,850	3,229,058
Oregon.....	2,221,926	2,439,629	2,721,281
Pennsylvania.....	8,563,875	9,402,957	10,488,519
Rhode Island.....	861,757	946,192	1,055,428
South Carolina.....	1,640,605	1,801,350	2,009,314
South Dakota.....	758,931	833,290	929,493
Tennessee.....	3,205,418	3,519,483	3,925,803
Texas.....	8,943,740	9,820,040	10,953,753
Utah.....	1,844,824	2,025,579	2,259,430
Vermont.....	563,741	618,973	690,436
Virginia.....	2,706,635	2,971,829	3,314,923
Washington.....	3,265,223	3,585,147	3,999,049
West Virginia.....	1,424,223	1,563,767	1,744,303
Wisconsin.....	3,981,929	4,372,076	4,876,827
Wyoming.....	339,392	372,645	415,666
District of Columbia.....	1,422,683	1,562,076	1,742,416
American Samoa.....			
Canal Zone.....	23,157	25,426	28,362
Guam.....	16,890	18,545	20,686
Puerto Rico.....	1,081,693	1,187,682	1,324,798
Virgin Islands.....	1,328	1,453	1,626

NOTE.—Distribution of all amounts estimated on the basis of full-time degree credit enrollment (excluding U.S. service schools), fall 1963.

Under the original act no institution of higher education could receive a Federal contribution to the loan fund of more than \$250,000 per year. The 1963 amendments to the act raised the annual institutional ceiling to \$800,000. Based on the requests of seven institutions for more than \$800,000 and in keeping with the committee's intention that sufficient funds be made available to all needy students, the amendments provide for an elimination of the institutional ceiling.

The following table contains a list of the institutions requesting over \$800,000 for the academic year 1964-65:

Institutions requesting \$800,000 and over, 1964-65, as of May 20, 1964

<i>State</i>	<i>Approved request</i>
California: University of California, Berkeley.....	\$942, 300
Indiana: Indiana University.....	1, 561, 500
Kansas: University of Kansas.....	850, 500
Massachusetts: Harvard University.....	1, 194, 400
Michigan: Michigan State University of Agriculture & Applied Science.....	848, 220
Minnesota: University of Minnesota.....	1, 102, 500
Wisconsin: University of Wisconsin.....	1, 067, 723
Total, 7 institutions.....	7, 567, 143

Under the existing act up to 50 percent of a student loan may be forgiven at the rate of 10 percent per year for each year in which the borrower is a full-time teacher in a public elementary or secondary school. Some 16,800 borrowers, now public school teachers, have applied for partial forgiveness of their loans. However, many student borrowers who enter teaching after graduation cannot qualify for the loan forgiveness because they teach in colleges or private schools. The provisions of H.R. 11904 correct this inequity by extending the forgiveness feature to teachers in private schools and to teachers in institutions of higher education.

The forgiveness feature of the loan program will be further extended to cover professional social workers and certain personnel working on antipoverty programs carried on under the Economic Opportunity Act of 1964.

Estimates by the National Commission for Social Work Career indicate that there are at least 10,000 current social work vacancies for which funds are available, but for which qualified staff cannot be found. The Commission advises that upward of 15,000 persons would have to be recruited annually to replace those leaving the field and to staff the expansion of existing services. The Commission adds that this requirement has been greatly increased, perhaps doubled, by rapid growth of new services that require social work, notably the child welfare and family services called for under the 1962 amendments to the Social Security Act. These estimates and statistics were prepared before the introduction of the antipoverty legislation which authorizes programs that will require additional social workers, counselors, nurses, and teachers. The hearings on the Economic Opportunity Act of 1964 and on the National Service Corps are replete with statements describing the seriousness of the manpower shortages in the field of social work and expressing concern as to whether there is adequate personnel to staff the new programs.

In testimony on H.R. 5625, the National Service Corps legislation, Mitchell I. Ginsberg, representing the National Association of

Social Workers, said, "The program should help in the recruitment of additional personnel for the helping professions, social work, teaching, nursing, etc., all of which are badly in need of additional staff."

The minority members of the Joint Economic Committee proposed that specific antipoverty actions should include "* * * (e) increasing the numbers of professionally trained public and private welfare and social workers." (P. 44, 1964 Joint Economic Report—Minority and Additional Views.)

The forgiveness feature of the student loan program has been instrumental in assisting numerous students to enter the teaching profession. With this successful record as a basis, the amendments propose a further extension of the provision to assist those students who after graduation will be working in the slum areas of our cities and with the socially, culturally, educationally, and economically disadvantaged.

Heretofore, the individual loan limit for graduate and professional students has been identical with the limits for undergraduate students. The amendments provide for an increase in the individual loan limit for graduate and professional students from the present \$1,000 to \$2,500 per academic year with a maximum aggregate of \$10,000 per individual for undergraduate plus graduate years. This is proposed in recognition of the increasing costs of graduate and professional education.

During the Special Subcommittee on Education's recent study of Federal education programs, the colleges expressed concern that a potentially serious drain on institutional resources may soon be the administrative costs incident to the national defense student loan program. The U.S. Commissioner of Education in testimony on the amendments to the National Defense Education Act said, "and inevitably the problems of collection will become increasingly serious". The Education and Labor Committee has therefore approved amendments to provide for the coordination of student loan programs so as to ease the administrative burdens of our institutions of higher education.

Today, many of our universities are asked to administer two separate federally sponsored loan programs, the National Defense Education Act program and the student loan program carried on under the Health Professions Educational Assistance Act of 1963. Some of our universities will be asked to administer a third loan program authorized in the Nurses Training Act recently approved by the House. And legislation is now pending to create still another student loan program for students of veterinary medicine.

In order to insure uniform administration of these programs at the Federal level and to facilitate participation by some universities in a number of different student loan programs, the amendments provide that the Secretary of Health, Education, and Welfare shall vest the responsibility for the administration of all student loan programs carried on by the Department of Health, Education, and Welfare in a single officer of the Department. The amendments further provide that notwithstanding any other provision of law the maximum loan which may be made to any graduate or professional student under any Federal loan program shall be \$2,500. The committee has been advised that the \$2,500 limitation is sufficiently high to satisfy the financial needs of graduate or professional students regardless of their course of study. Approval of this provision will effectuate a consis-

tent Government-wide policy regarding graduate and professional loans and thus prevent shopping around by students for the most favorable loan provisions.

The provisions of H.R. 11904 which authorize an increase in the appropriations for title II, remove the institutional ceiling, amend the definition of "higher education" to include schools of nursing, and provide for an increase in the amounts a graduate or professional student may borrow, are designed in part to expand the title II loan program so as to permit participation by all types of students regardless of their course of study. These amendments have been carefully prepared to insure that participation in the National Defense Education Act program will be on equally favorable terms with the other federally sponsored student loan programs. Approval of these provisions will mean that an institution can, by participation in the National Defense Education Act program, offer its student body one student loan program which will satisfy the requirements of all needy and deserving students of ability.

With this assurance the amendments further provide that after June 30, 1965, an institution of higher education may not participate in the student loan program carried on under the National Defense Education Act, if it is participating in another student loan program sponsored by the Department of Health, Education, and Welfare, other than in a limited way provided for in the amendments. Since in certain instances this provision will require a discontinuation of either the National Defense Education Act program or another loan program, an amendment directs the Secretary of Health, Education, and Welfare to provide by regulation for the discontinuation of a student loan program. The regulations must provide for the equitable distribution of the assets of the discontinued fund and for a limited operation of the discontinued program to enable all students participating in the program at the time of discontinuation to complete their studies.

AMENDMENTS AFFECTING TITLE III

Under title III of the National Defense Education Act, the Federal Government provides loans and matching grants to the States for the purchase of equipment for teaching science, mathematics, and modern foreign languages, specialized equipment for audiovisual libraries and test-grading equipment. In fiscal years 1959 through 1963 the Office of Education paid \$171 million to the States for this purpose. Under another part of the title III program the States received during the same period \$10.3 million to expand and improve their State supervisory and related services in science, mathematics, and modern foreign language.

H.R. 11904 provides for a 2-year extension of title III at the present annual authorization of \$75 million. The amendments further provide for an expansion of the program to allow for the acquisition of equipment for the teaching of English, history, and geography.

A report submitted to the subcommittee by the Education Map Council indicates that of all the classroom world maps in use today 60 to 70 percent are outdated, and that no more than 10 to 15 percent of U.S. maps in use show Alaska and Hawaii as States. The report further states that of all African maps in use in our classrooms only 30 to 40 percent are current. Sixty to seventy percent of all world

globes in classrooms today are outdated and less than 50 percent of classes being taught citizenship, government, and other selected subjects are adequately equipped with specialized maps and chart materials. These statistics are well documented by the more than 100 letters received by the subcommittee from teachers of history and geography.

In the teaching of English the need for equipment is most acute in the area of remedial reading. It is the committee's intention, in expanding the program to include English, that funds should be used primarily for remedial reading equipment such as controlled readers, reading accelerators, tape recorders, and specialized types of projectors.

Again it should be noted that the amendments do not contain an increase in the title III authorization of appropriations. The effect of the expansion of the program into new fields is to provide the States and local districts with a greater choice so that funds will be expended in fields where there is the greatest need.

An additional amendment to title III provides for a revision of the method of determining the interest rate on loans made to nonprofit private schools under title III. The purpose of the amendment is to encourage greater participation in the title III program by the private schools by establishing an interest rate that will apply to all loans in a given fiscal year, rather than to require a computation of the interest rate for each specific loan application.

Another amendment would provide a more satisfactory minimum level of support for the State supervisory programs of the less populated States by increasing the minimum State allotment from the existing figure of \$20,000 per year to \$50,000 per year.

AMENDMENTS AFFECTING TITLE IV

The title IV graduate fellowship program is primarily designed to encourage and assist students in preparing for careers as college and university teachers. Under existing law the Commissioner of Education is authorized to award 1,500 fellowships each year. The awards are normally for 3 academic years, and each fellowship holder is entitled to a stipend and dependency allowance.

Office of Education estimates indicate that approximately 320,000 new college teachers will be needed during the 1960's, however, it is estimated that only 140,000 doctoral degrees will be granted during this period at the present rate. Of these only some 45,000 can be expected to enter college teaching. Without regard to the increasing needs of business and industry for persons with a doctoral degree, the anticipated critical shortage of qualified college teachers is sufficient justification for an increase in the number of title IV graduate fellowships.

The Office of Education recommended an immediate increase in the number of fellowship awards to 10,000 for 1965 and for each of the 2 succeeding years. After a thorough consideration and discussion of the title IV program and the estimated needs, the committee has

approved a gradual increase in the number of fellowships. The amendment authorizes an awarding of 5,000 fellowships in 1965, 7,500 in 1966, and 10,000 in 1967.

In order to increase the number of graduate facilities available in the Nation, the act presently requires that fellowships only be awarded to students in graduate programs which are new programs or an expansion of an existing program. It would be unrealistic to place this same limitation on all of the newly authorized fellowships. Therefore, the amendments require that only one-third of the fellowships awarded in 1965 and in 1966 and not less than 2,500 of those awarded in 1967 be in new and expanded programs. The provision allows the remainder of the fellowships for each year to be awarded on such basis as the Commissioner may determine. This will permit support of newly established programs and assist in bringing such programs to a point of excellence; however, the committee wishes to emphasize that the requirement relating to the number of fellowships to be awarded in new or expanded programs is intended to be a minimum requirement. With this in mind the amendments further require the Commissioner to consider two objectives; that of increasing the number of graduate training facilities and that of promoting a wider distribution of such facilities, in his determination of the number of fellowships to be awarded at any one institution.

In furtherance of the objective of increasing the number of qualified college teachers, the amendments also provide that the recipients of fellowships under the title must be persons who are interested in college teaching and are pursuing or intend to pursue a course of study leading to a doctor of philosophy or an equivalent degree. The term "equivalent degree" should be interpreted to include students pursuing a course of study beyond the first professional degree in law and who intend on teaching at a law school.

Under existing law, each fellowship holder is entitled to a stipend of \$2,000 for the first year of study, \$2,200 for the second, and \$2,400 for the third. Heretofore, all title IV fellowships were awarded on an academic year basis; under the amendments the Commissioner will be authorized to also award a fellowship on a 12-month basis where the student continues his academic pursuits during sessions outside the regular session of the graduate program. Where a fellowship is awarded on a 12-month basis, the Commissioner is authorized to make appropriate adjustments in the amount of the stipend. This provision is consistent with other Federal fellowship programs, such as the National Science Foundation cooperative graduate fellowship program and the predoctorate fellowship program of the National Institutes of Health, where a stipend for a 12-month fellowship is higher than that for a 9-month fellowship.

AMENDMENTS AFFECTING TITLE V

Under part A of title V the Federal Government provides grants to State educational agencies for programs of testing, guidance, and counseling for public secondary school students, and for a testing program in private secondary schools. The 1963 amendments to the National Defense Education Act expanded the program to include the seventh and eighth grades.

The Federal funds provided under this program have had a stimulative effect on counseling and guidance activities throughout the country, making possible a significant increase in the national total of full-time school counselors. The number has risen from 12,000 (1 for approximately 900 students) in 1958, to 27,000 (1 for approximately 540 students) in 1963. From 1959 to 1962, 67.2 million scholastic aptitude and achievement tests were given with the help of Federal funds to public secondary school students and 1.9 million nonpublic secondary school students.

In addition to a 2-year extension of the program, the amendments provide for an expansion of the testing programs to all grades of elementary education and to junior colleges and technical institutes and an expansion of the guidance and counseling programs to all grades of public elementary schools and to public junior colleges and technical institutes. Concomitant with this expansion the authorization of appropriations for the program in fiscal year 1965 has been increased from \$17.5 to \$25 million. An authorization of \$25.5 million in 1966 and \$32.5 million in 1967 is authorized. The following table contains the estimated distribution of funds authorized under the amendments:

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title V, pt. A, sec. 501, as proposed to be amended by H.R. 11904, fiscal years 1965, 1966, and 1967

State	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967
United States and outlying parts.....	\$25,000,000	\$25,500,000	\$32,500,000
50 States and the District of Columbia.....	24,600,000	25,092,000	31,980,000
Alabama.....	484,847	494,604	630,824
Alaska.....	50,000	50,000	50,000
Arizona.....	212,911	217,195	277,014
Arkansas.....	254,545	259,667	331,183
California.....	2,178,650	2,222,491	2,834,596
Colorado.....	257,707	262,893	335,297
Connecticut.....	328,326	334,933	427,173
Delaware.....	62,187	63,438	80,910
Florida.....	677,732	691,370	881,783
Georgia.....	583,398	595,137	759,046
Hawaii.....	96,969	93,921	126,165
Idaho.....	103,294	105,372	134,393
Illinois.....	1,269,035	1,294,571	1,651,114
Indiana.....	630,828	643,522	820,757
Iowa.....	370,486	377,942	482,032
Kansas.....	291,962	297,837	379,866
Kentucky.....	430,038	433,692	559,514
Louisiana.....	496,968	506,969	646,595
Maine.....	129,644	132,253	168,677
Maryland.....	436,362	445,143	567,742
Massachusetts.....	636,093	648,898	827,614
Michigan.....	1,119,365	1,141,889	1,456,382
Minnesota.....	478,523	488,152	622,596
Mississippi.....	344,136	351,061	447,748
Missouri.....	540,183	551,053	702,821
Montana.....	99,077	101,071	128,908
Nebraska.....	189,196	193,003	246,159
Nevada.....	50,000	50,000	56,911
New Hampshire.....	79,578	81,180	103,537
New Jersey.....	780,499	796,204	1,015,490
New Mexico.....	154,940	158,058	201,590
New York.....	2,062,709	2,104,216	2,683,747
North Carolina.....	676,678	690,295	880,411
North Dakota.....	92,226	94,082	119,994
Ohio.....	1,346,505	1,373,600	1,751,909
Oklahoma.....	319,367	325,793	415,521
Oregon.....	243,478	248,377	316,784
Pennsylvania.....	1,430,299	1,459,081	1,860,932
Rhode Island.....	105,929	108,060	137,821
South Carolina.....	376,284	383,855	489,575
South Dakota.....	102,767	104,834	133,707
Tennessee.....	501,184	511,270	652,080
Texas.....	1,411,854	1,440,265	1,836,933
Utah.....	148,089	151,069	192,676
Vermont.....	52,174	53,224	67,882
Virginia.....	576,020	587,611	749,447
Washington.....	403,688	411,811	525,230
West Virginia.....	256,653	261,817	333,926
Wisconsin.....	544,926	555,891	708,992
Wyoming.....	50,000	50,000	61,711
District of Columbia.....	81,686	83,330	106,280
Outlying parts.....	400,000	408,000	520,000
American Samoa.....	20,000	20,000	20,000
Canal Zone.....	20,000	20,000	20,000
Guam.....	20,000	20,000	23,063
Puerto Rico.....	320,000	328,000	436,937
Virgin Islands.....	20,000	20,000	20,000

NOTE.—Distribution of all amounts estimated on the basis of school-age (5 to 17) population, as of July 1, 1962, for the 50 States, the District of Columbia, and Puerto Rico, and as of Apr. 1, 1960, for the other outlying parts.

The extension of the program to the elementary schools will permit an early identification of youngsters with learning difficulties. This will in turn encourage the development of programs to correct their difficulties before they become multiple and mammoth in nature. The extension of the program will prove to be a valuable asset in this country's attack on the causes of poverty and in programs to pre-

vent and control juvenile delinquency for the socially and educationally disadvantaged youth will be discovered and assisted at the initial stages.

Representatives of the American Personnel & Guidance Association strongly urged in testimony before the Special Subcommittee on Education that the title V program be expanded to include institutions of higher education, and at the very least to the first and second years of college. These recommendations were based on studies which show that the dropout problem is also serious at the college level. Not more than 38 percent of the freshmen who enroll in college graduate from the same college 4 years later. Approximately 27½ percent of the freshmen enrolled in college dropout during their first year. The amendments respond in large measure to these recommendations as the program of training institutes, authorized under the proposed title XI, will be open to guidance and counseling personnel from elementary and secondary schools and from institutions of higher education.

As previously indicated the guidance, counseling, and testing program will be extended to junior colleges and technical institutes. Concomitant with this, the State programs will in the future include programs designed to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields. The term "junior college and technical institution" is defined for the purposes of title V to include institutions which provide terminal 2-year programs in engineering, mathematics, or the physical or biological sciences. The definition is patterned after the definition of "junior colleges and technical institutes" contained in the Higher Education Facilities Act passed by the Congress last year.

The authority for training institutes for guidance, and counseling personnel heretofore contained in part B of title V is repealed in light of the new authority for training institutes contained in the proposed title XI of the bill.

AMENDMENTS AFFECTING TITLE VI

Under title VI, part A, of the National Defense Education Act, 55 language and area centers at institutions of higher education have been established for instruction in 56 neglected languages and related area studies. Since the beginning of the program 56 studies and surveys, 27 reports on methods of instruction, 28 specialized texts for the commonly taught languages and 113 for the neglected languages have been completed. And during the first 5 years of the program, 3,320 graduate fellowships have been awarded. In addition, a new program of 96 undergraduate awards for intensive study of 13 critical languages began in the summer of 1963.

The act permits Federal support of area centers of up to 50 percent of operating costs; however, because of the low authorization of appropriations, many institutions receive as little as 20 percent of the operating costs. President Goheen of Princeton University on behalf of the presidents of 28 institutions receiving support under title VI recently wrote President Johnson to express concern over the inadequacy of Federal support:

We are concerned, however, that these language and area study centers have not been developing in proportion to our

country's complicated international interests. Available funds have failed to keep pace with the growing academic needs of programs originally stimulated by the Federal Government. Graduate language and area centers have had extreme difficulty in financing normal salary increments, making new appointments, and providing specialized library staff. Greater opportunity must exist to explore new methods of teaching, to make necessary experiments involving many levels of education, and to stimulate greater flexibility within these programs. Increasingly, they are unable to serve the many able young applicants for admission. Further, they have been unable to fill the demands which now exist to start language and area study at the undergraduate level, to make adequate use of the summer months for instruction, and to give graduate students sufficient opportunities for oversea residence and field research.

The amendments provide for a 2-year extension of the program for area centers, language research and stipends for the study of critical languages and areas contained in part A of title VI.

Funds authorized for fiscal year 1965 would be increased from \$8 million to \$13 million; \$14 million is authorized for fiscal year 1966 and \$16 million for fiscal year 1967.

The authority for teacher's institutes for teachers of modern foreign languages contained in part B of title VI is repealed in light of the new authority for teacher institutes contained in the proposed title XI of the act.

AMENDMENTS AFFECTING TITLE VII AND TITLE X

The amendments provide for a 2-year extension of title VII of the act which authorizes a program of research and experimentation in more effective utilization of television, radio, motion pictures and related media for educational purposes. The current annual authorization of appropriations of \$5 million is maintained at the same level.

The program of grants to the States for the improvement of educational statistics under section 1009 of title X is also extended for 2 additional years.

Title X also deals with the administration of the various programs authorized under the act. The amendments to section 1004 of the act are designed to provide for better and tighter reporting procedures and administration at both the Federal and State levels of the National Defense Education Act program, particularly the title III and title V programs.

The effect of one of the amendments to section 1004 will be to require State educational agencies administering the program under the act to keep such records and afford such access thereto as the Commissioner of Education finds necessary to assure the correctness and verification of State reports required by the Commissioner in connection with the administration of the State programs. Under existing law State plans required under the act must provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the State under any title of the act. A second amendment

to section 1004 of title X will require that the above provision apply to the Federal funds paid by the State agency to local educational agencies.

AMENDMENTS TO ESTABLISH A PROGRAM OF INSTITUTES FOR THE
ADVANCE TRAINING OF CERTAIN SCHOOL PERSONNEL

Under title V-B of the National Defense Education Act, training opportunities, for secondary school guidance and counseling personnel have been provided through support of summer and academic year training institutes. Advanced training opportunities have also been provided for elementary and secondary schoolteachers of modern foreign languages in a similar program authorized in part B of title VI. These programs, however, have fallen short of meeting the demands for training in these important areas. In 1963 applications for the guidance and counseling institutes numbered 11,092 but only 2,260 were enrolled in the program. At the same time it was only possible to enroll 4,336 of the 23,750 applicants for participation in the modern foreign language institutes.

The program authorized in the proposed title XI would provide assistance through grants or contracts to colleges and universities for the operation of institutes for certain school personnel. The authority contained in title V and title VI has been repealed and is incorporated in title XI with an expansion of the authority for guidance and counseling institutes so as to permit such personnel who plan to work or are working in elementary schools and in institutions of higher education to attend the institutes.

In addition to the institutes for elementary and secondary school teachers of modern foreign language, institutes will be provided for teachers of history, geography, and English.

The Commissioner of Education in testimony on the amendments to the National Defense Education Act cited startling statistics relating to the teaching of English in elementary and secondary schools. It was pointed out that in a representative sampling of secondary school teachers the National Conference of Teachers of English found that only 50.5 percent had earned a college degree in English. Two-thirds of the teachers did not consider themselves well prepared to teach composition and oral skills and 90 percent did not consider themselves well prepared to teach reading. The committee wishes to emphasize that in authorizing institutes for teachers of English the committee intends that great emphasis should be placed on the establishment of institutes for teachers of remedial reading.

In the whole country only about 800 of some 90,000 secondary school English teachers had received any form of financial assistance for graduate study, whereas in 1962 alone the Federal Government helped more than 51,393 teachers of other subjects, primarily teachers of mathematics and science under programs of the National Science Foundation.

The need for institutes for teachers of history and geography has been adequately drawn to the attention of the committee through letters from hundreds of teachers. Representative of these letters is the following excerpt from a letter received from a teacher in Wisconsin:

I would like to urge passage of H.R. 9846. For the past 25 years I have taught history in Wisconsin high schools. Changes in the content of our courses during these years is almost unbelievable. My college courses dealing with the non-Western World were almost nonexistent. Yet three-fourths of our present world history course is concerned with precisely that area. Materials written on the reading level of our students are scarce. The success of our present course rests largely upon the preparation of the teacher.

In keeping with this administration's plans for a massive attack on poverty, institutes are also authorized for the teachers of disadvantaged youth. These teachers must bring to the classroom specialized skills. In addition, such teachers must have specialized sociological and psychological insights into the problems of disadvantaged youth and technical skills which bridge the gap between the theory of the university and the reality of the classroom. Institutes for teachers of disadvantaged youth will provide such teachers with specific and specialized help in meeting the peculiar problems involved in the teaching of children from slum areas and disadvantaged homes.

The proposed program for teacher institutes contains an annual authorization of appropriations of \$35 million for fiscal year 1965 and each of the two succeeding fiscal years. The amendments further provide for the payment of a stipend of \$75 per week and a dependency allowance of \$15 per week per dependent for all personnel attending an institute. This is a departure from the existing provisions of the act relating to stipends under which the stipend could only be paid to public school teachers.

A committee amendment to this section of the bill further expands the institute program. Under the committee amendment institutes will be established for elementary and secondary school library personnel and supervisors of such personnel.

AMENDMENTS PROVIDING FOR THE CONSTRUCTION OF A CAPITOL PAGE SCHOOL

Approximately 80 pages are presently employed by the Senate, the House of Representatives, and the Supreme Court. An educational program for the pages is provided by the District of Columbia public school system and classes are conducted each morning beginning at 6:30 a.m., in classrooms located on the top floor of the Library of Congress.

During the pages' stay in Washington they must provide for their own room and board. Usually these young men find rooms in rooming houses located near the Capitol. Frequently their meals consist of a coke during a school coffee break at 8 o'clock in the morning, a rushed sandwich during a break from work, and dinner purchased at a local restaurant or another sandwich which is prepared from the ice box provided in the rooming house.

In periods outside of school and working hours, the pages receive little if any supervision. For most it is their first time away from home and parental guidance, and for many it is their first exposure to life in a large city. As employees of the Congress and Supreme Court these young men receive a very generous salary; a salary which

certainly takes them out of the poverty classification and provides more spending money than is available to most teenagers.

It is impossible to determine what effects this combination of circumstances might have. It can be said with certainty however, that the Congress is condoning a situation which is undesirable. Clearly the Congress has a responsibility.

The subcommittee visited some of the roominghouses in which the pages reside. This tour reinforced the members' feelings that a supervised residential facility was needed. The subcommittee also made an early morning visit to the Capitol Page School. Here they found quality instruction and attentive students; however, the subcommittee noted the inadequacies of the facilities and instructional equipment, particularly for instruction in the sciences. During the hearings on this part of the legislation, pages, the principal of the Capitol Page School, a landlord for one of the roominghouses in which pages reside, Members of Congress, and congressional employees charged with the responsibility of supervising the pages during working hours testified in support of the proposal.

Under the provision of the proposed title XII, a Capitol Page Facilities Board is authorized to be established. Membership on the Board will include two Senators, two Members of the House of Representatives and a Supreme Court Justice. The Board is authorized and directed to provide for the construction of a Capitol Page School which provides residential, dining, recreational, and educational facilities. The facility will be supervised by mature persons appointed by the Board and operated under rules of conduct prescribed by the Board. It should be noted that under this proposal the educational program provided for the pages will be administered and operated by the District of Columbia public school system as is presently authorized.

The Board will set the fees to be paid by the pages for their room and board and it is anticipated that the operations will be self-sustaining after the initial expenditure for construction.

The Committee has amended this section of the bill by providing a specific authorization of \$1.5 million for construction and site acquisition. Such sums as are necessary for the operation and maintenance of the facility are also authorized.

SECTION-BY-SECTION ANALYSIS

GENERAL

The National Defense Education Act of 1958 (hereinafter referred to as "the act") is presently scheduled to expire on June 30, 1965. The bill would, among other things, extend the act for 2 additional years until June 30, 1967.

Section 1

This section provides that this act may be cited as the "National Defense Education Act Amendments, 1964".

TITLE I

Section 101. Amendment of statement of findings

This section, which would be added by a committee amendment, makes a change in the findings and declaration of policy in the present act to make it more accurately reflect the somewhat broadened purposes of the National Defense Education Act as it would be amended by this proposal.

Section 102. Schools of nursing

The first section of the bill amends section 103(b) of the act which contains the definition of the term "institution of higher education." This section provides that for the purposes of title II of the act, the student loan program, an institution of higher education shall include any school of nursing.

Section 103. Additional definitions

Section 103 of the present act defines certain terms used in the act. Because of the inclusion of schools of nursing in the definition of institutions of higher education, certain additional definitions are required. This section adds definitions of the following terms:

"School of nursing" is defined as a public or other nonprofit collegiate, associate degree, or diploma school of nursing.

A "collegiate school of nursing" is defined as a unit in a college or university which awards a bachelor of arts or equivalent degree, or a graduate degree in nursing.

An "associate degree school" is defined as a unit in a college which awards an associate degree in nursing or an equivalent degree.

A "diploma school of nursing" is defined as a school affiliated with a hospital or university, or an independent school, which awards a diploma or an equivalent certificate.

Each of the three types of schools must provide an accredited program of education in professional nursing and allied subjects. The term "accredited" when applied to a program of nurse education is defined as a program accredited by a recognized accrediting body approved by the Commissioner of Education (hereinafter referred to as "the Commissioner").

TITLE II

Section 201. Appropriations authorized

Title II of the present act provides for a program of grants to institutions of higher education for the establishment and maintenance of student loan funds. This amendatory section increases the authorization of appropriations for this purpose from \$135 million to \$163.3 million for fiscal year 1965, and authorizes an appropriation of \$179.3 million for fiscal year 1966 and \$200 million for fiscal year 1967. The section further authorizes an appropriation of such sums for fiscal year 1968 and the next 3 fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1967, to complete their education.

Section 202. Allotments to States

This section contains a technical amendment necessitated by the extension of the act for 2 additional years.

Section 203. Payment of Federal capital contributions

Under the provisions of subsection (b) of section 203 of the act, the annual Federal contribution to the student loan fund of any institution of higher education is limited to \$800,000. This section deletes this limitation with the result that the size of the Federal contribution to any student loan program is no longer limited by an arbitrary ceiling.

Section 204. Conditions of agreements

The present law provides that in the selection of students to receive a loan, a preference will be given to students with a superior academic background who express a desire to teach in elementary or secondary schools, and students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. This section would delete these preferences, except that a preference would be retained for students with a superior academic background. Subsection (b) provides that the above provision shall apply in the selection of students made on or after the second month following enactment of this act.

Section 205. Terms of loans

Subsection (a) of this section amends subsection (a) of section 205 of the act, relating to the maximum amounts which may be borrowed under the program, with the result that the maximum amount which may be borrowed by a graduate or professional student will be increased from the existing ceiling of \$1,000 per year and a total of \$5,000 to \$2,500 per year and a \$10,000 total (including any loans received as an undergraduate).

Subsection (b)(1) of this section amends subparagraph (1)(C) of subsection (b) of section 205 of the act. This is a clarifying amendment, the effect of which is to make clear that professional students are eligible participants in the student loan program.

Subsection (b)(2) of this section amends paragraph (2) of subsection (b) of section 205 of the act relating to the repayment of a loan. This section inserts a new clause which provides that repayment of any loan may be deferred by a loaning institution for a period of not to exceed 3 years during which the borrower is a part-time student in an institution of higher education. This provision is similar to the moratorium granted full-time students, however in this instance

interest will accrue on the loan during the moratorium and the forgiveness is at the option of the institution.

Under the act up to 50 percent of a student loan may be forgiven for service as a full-time teacher in a public elementary or secondary school, at the rate of 10 percent for each year of service. The amendment made by paragraph (3) of subsection (b) of section 205 of this legislation extends the loan forgiveness feature to teachers in private elementary and secondary schools, to teachers in institutions of higher education, to social workers, and to counselors, registered nurses, teachers, and social workers working on antipoverty programs carried on under the provisions of the Economic Opportunity Act of 1964.

The amendment made by paragraph (4) of subsection (b) of section 205 of this bill is a technical amendment necessitated by the granting of a moratorium to part-time students under paragraph (2) of subsection (b) of section 205 of this bill. Subsection (c) of section 205 contains technical provisions relating to the time at which the substantive amendments of this section become effective.

Section 206. Distribution of assets from student loan funds

This section contains a technical amendment necessitated by the extension of the act for 2 additional years.

Section 207. Coordination of student loan programs

The first subsection of this section contains a statement of congressional intention and policy regarding the coordination of student loan programs.

Subsection (b) amends section 209 of the act by redesignating certain subsections of the section and by inserting the following new subsections:

The new subsection (a) of section 209 of the act will require the Secretary of Health, Education, and Welfare to vest the responsibility for the administration of all the Department's student loan programs in a single Department officer.

The new subsection (b) of section 209 of the act sets as the maximum yearly loan which may be made to a graduate or professional student under any Federal student loan program at \$2,500.

The new subsection (c) of section 209 provides that an institution of higher education may not participate in the National Defense Education Act student loan program after June 30, 1965, if at the same time the institution is participating in any other student loan program carried on by the Department of Health, Education, and Welfare. However, the section makes one exception so that an institution of higher education could participate in the student loan program under the Migration and Refugee Assistance Act of 1962 as well as in the student loan program carried on under the act.

Under the new subsection (d) of section 209 an institution of higher education may discontinue its participation in any student loan program carried on by the Department of Health, Education, and Welfare. The Secretary of the Department is authorized to prescribe by regulation for the discontinuation of a student loan program and for the distribution of the assets of the fund. Paragraph (1) of this section provides that the regulations shall allow for a distribution of assets from the loan fund in such a manner that will insure that students who have received loans under the program will be able to

receive such loans as may be necessary to enable them to continue their education. Paragraph (2) of the new subsection (d) provides that the regulation shall provide for an equitable distribution of the assets of a discontinued fund.

The new subsection (e) of section 209 of the act requires any institution of higher education participating in more than one Department student loan program after enactment of this legislation to notify the Secretary of Health, Education, and Welfare as to which program it wishes to participate in after June 30, 1965. The Secretary is directed to discontinue the other program in the manner provided for in the new subsection (d) of section 209 of the act.

TITLE III

Section 301. Appropriations authorized

This section revises section 301 of the act relating to the authorization of appropriations for the program of grants for the acquisition of certain specialized equipment and for the program of grants for State supervisory services and administration. The effect of the amendment is to extend the programs for 2 additional years or until the fiscal year ending June 30, 1967. The amendment contains conforming language which reflects the amendment to section 303(a) of the act which broadens the equipment program to allow for the acquisition of equipment for the teaching of English, history, and geography.

Section 302. Allotments to States

Subsections (a) and (b) of section 302 contain technical amendments relating to the promulgation of the allotment ratio used in the allotment formula for the distribution of title III funds. These amendments are necessitated by the extension of the act for 2 additional years.

The present law guarantees each State a minimum allotment of \$20,000 for the program of State supervisory service and administration. Subsection (c) of this section increases the minimum allotment to \$50,000 per year for fiscal years beginning after June 30, 1964.

Section 303. State plans

Subsection (a) of section 301 of this bill amends clause (a) of section 303(a)(1) of the act which requires that State plans submitted under this title set forth a program under which funds will be expended solely for the acquisition of certain types of equipment for elementary and secondary education. The act now provides that funds may be expended for equipment suitable for use in providing education in teaching science, mathematics, and modern foreign languages, for test grading equipment, and for specialized equipment for audiovisual libraries. This amendment adds to the list, equipment suitable for use in providing education in English, history, and geography.

Subsection (b) of this section amends paragraph (5) of section 303(a) of the act relating to the State program for the expansion or improvement of supervisory or related services in the fields of science, mathematics, and modern foreign languages, and administration of the State plan. Concomitant with the expansion of the equipment program, this amendment expands the program of supervisory services to include the fields of English, history, and geography.

Section 304. Payments to States

This section contains a technical amendment necessitated by the 2-year extension of the act.

Section 305. Interest rates

Under existing law the Commissioner is authorized to make loans to private nonprofit elementary and secondary schools for the purposes for which payments are made to State educational agencies under title III. Heretofore, an amount equal to the current average yield on outstanding marketable obligations of the United States as of the last day of the month preceding the date of the loan application was used in the computation of the interest rate for such a loan. This amendment provides that an amount equal to the current average yield on outstanding marketable obligations as of the end of the fiscal year preceding the loan application shall be used in the computation.

TITLE IV

Section 401. Number of fellowships

This section entirely revises subsection (a) of section 402 of the present law which relates to the number of fellowships the Commissioner is authorized to award each year. Under the act the Commissioner is presently authorized to award 1,500 fellowships per year; the amendment increases the number authorized to be awarded to 5,000 during the fiscal year ending June 30, 1965, and authorizes the awarding of 7,500 for fiscal year 1966, and 10,000 for fiscal year 1967. Under the act the duration of the fellowship is limited to 3 academic years; the effect of the second sentence of the revised subsection is to allow the Commissioner to grant 12-month fellowships with aggregate limitations on the duration of the fellowship award increased to 3 calendar years.

Section 402. Award of fellowships and approval of institutions

Subsection (a) of this section amends section 403 of the act which contains the criteria governing the awarding of fellowships under the title. Under the act the Commissioner may only award fellowships for study in approved graduate programs; that is, programs which meet certain criteria the principal one of which is that the program be new or an expansion of an existing program. Under the amendment contained in the first sentence of this section one-third of the fellowships to be awarded in fiscal years 1965 and 1966, and not less than 2,500 of those awarded in fiscal year 1967, will be awarded in approved graduate programs; and the remainder for each year will be awarded on such basis as the Commissioner may determine. The amendment contained in the second sentence of this section deletes paragraph (3) of section 403(a) of the act which required an institution of higher education to give preference in accepting persons in the graduate program to individuals interested in college teaching. This requirement is no longer necessary in light of the amendment contained in subsection (c) of this section.

The amendment contained in the first clause of subsection (b) of this section is a technical amendment necessitated by the revision in the method of awarding fellowships. The effect of the second clause of this section is to require the Commissioner to consider the objective of increasing the number of graduate training facilities and to pro-

mote a wider geographical distribution of such facilities in determining the number of fellowships to be awarded at any one institution of higher education.

Subsection (c) of this section amends section 403 of the act by adding two new subsections to the section. The proposed new subsection (c) requires that a fellowship recipient be a student who is interested in teaching in a college or university. The amendment further requires that the person also be pursuing a doctor of philosophy or an equivalent degree. The proposed subsection (d) of section 403 of the act prohibits the awarding of a fellowship at a school or department of divinity.

Subsection (d) of this section of the bill provides that the amendments contained in this section become effective July 1, 1964.

Section 403. Fellowship stipends

Section 403 amends subsection (a) of section 404 of the act relating to the stipends and dependency allowance paid to each fellowship holder. The effect of the amendment contained in clause (1) of this section is to authorize a payment of a \$2,000 stipend for the first year of the fellowship regardless of what year of graduate education it might be for the fellowship recipient. Clause (2) of this section provides that adjustments may be made in the size of the stipend and dependency allowance to be paid fellowship recipients who are awarded a 12-month fellowship. The effect of the amendment is to permit an increase in the amounts paid to compensate the recipient for the extra months of study.

TITLE V

Section 501. Appropriations authorized

Under part A of title V of the act, grants are made to State educational agencies to assist in the establishment and operation of programs of testing and guidance and counseling. This section increases the authorization of appropriations for this purpose from \$17.5 to \$25 million for fiscal year 1965, and authorizes an appropriation of \$25.5 million for fiscal year 1966, and \$32.5 million for fiscal year 1967.

Section 502. State plans

Section 503(a) of the present law provides that to receive assistance under this part for guidance, counseling, and testing, a State must submit State plans which meet certain requirements. This section of the bill makes several changes in these requirements:

1. The present law requires that there be a program for testing students not below grade 7 in the public elementary and secondary schools (and, if permitted by law, in private elementary and secondary schools). Under the bill, testing will be carried on at all grade levels, as well as in junior colleges and technical institutes.

2. The present law permits assistance only for guidance and counseling programs in grades above grade 6. The bill would permit support of such programs throughout elementary and secondary schools and in junior colleges and technical institutes.

3. Under the present law, guidance and counseling is for the purpose of advising students of courses of study best suited to their abilities, aptitudes, and skills, and of encouraging especially able students to continue on to college. The amendment would make it also a purpose of the guidance and counseling to advise students in their decisions as

to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields.

Section 503. Payments to States

Subsection (a) of this section is a technical amendment necessitated by the 2-year extension of the act.

Under section 504(b) of the act the Commissioner of Education is authorized to arrange for the testing of students in private schools where State law prohibits the State agency from conducting the testing. Concomitant with the expansion of the program to all grades of elementary schools and to junior colleges and technical institutes, subsection (b) of this section amends section 504(b) of the act to permit the Commissioner to arrange for testing of private school students in elementary schools and students in private technical institutes and private junior colleges where the State is prohibited from conducting the testing program. This section also contains a technical amendment necessitated by the extension of the act for 2 years.

Section 504. Junior colleges and technical institutes

This section adds a new section at the end of part A of title V. The new section 505 contains a definition of the term "junior college or technical institute" for the purposes of title V. Junior colleges or technical institutes are defined as institutions of higher education as defined in the act which provide only a 2-year program, or institutions which would be institutions of higher education as defined in the act, but for the requirement that they provide an educational program which is acceptable for full credit toward a bachelor's degree, and which provide a 2-year program in engineering, mathematics, or the physical or biological sciences designed to prepare the student to work as a technician or at a semiprofessional level in technological fields.

Section 505. Repealer

Title V of the act is presently divided into two parts. Part B contains a program of grants for the operation by institutions of higher education of training institutes for elementary or secondary school guidance and counseling personnel. Section 505 of this bill provides for the repeal of part B of title V. This is necessitated by the inclusion of the amendment made by title IX of this bill to create a new title XI of the act which contains authority for a program of institutes for guidance and counseling personnel.

Section 506. Technical amendment

This section contains a technical amendment necessitated by the amendment in section 505 to repeal part B of title V of the act.

TITLE VI

Section 601. Extension of title

This section amends section 601 of the act by striking out "1965" each time it appears therein and substituting in lieu thereof "1967" with the result that the title will be extended for 2 additional years.

Subsection (b) increases the authorization of appropriations for language and area centers, and for research and studies from the

existing authorization of \$8 million for fiscal year 1965 to \$13 million, and authorizes an appropriation of \$14 million for fiscal year 1966, and \$16 million for fiscal year 1967.

Section 602. Repealer

Title VI of the act is presently divided into two parts. Part B of which contains authority for a program of grants for the operation by institutions of higher education of language institutes for elementary and secondary school teachers of modern foreign language. Section 602 of this bill provides for the repeal of part B of title VI. This is necessitated by the inclusion of the amendment, made by title IX, to create a new title XI of the act which contains authority for teachers institutes for teachers of modern foreign language.

TITLE VII

Section 701. Extension of program

This section amends section 763 of the act which authorizes an annual appropriation of \$5 million for the program of research and experimentation in more effective utilization of telephone, radio, motion pictures, and related media for educational purposes. The effect of the amendment is to extend the title for 2 additional years.

TITLE VIII

Section 801. State administration

Subsection (a) of this section amends section 1004(a) of the act relating to the administration of State plans required under certain titles of the act. Under existing law a State plan must provide that the State administering agency will make such reports on the State program as the Commissioner deems necessary. This amendment further requires that the State plan provide that a State agency keep available those records which the Commissioner needs to verify the correctness of the reports.

Subsection (b) of this section amends subparagraph (3) of section 1004(a) which requires that State plans also provide for proper fiscal control of Federal funds and adequate fund accounting procedures of such funds. This amendment requires that the State plan also provide for fiscal control and proper accounting of Federal funds paid by the State agency to local educational agencies.

Section 802. Extension of statistical services program

This section amends section 1009(a) of the act by striking out "six" and inserting in lieu thereof "eight" with the result that the program of grants to States for the purposes of assisting the States to improve and strengthen the adequacy and reliability of educational statistics is extended for 2 additional years.

TITLE IX

Section 901. Additional titles

This section of the bill adds two new titles to the act—title XI, which provides for a program of grants for teachers' institutes, and title XII, which provides for the construction and operation of a Capitol Page School.

Section 1101 of the proposed title XI authorizes an appropriation of \$35 million for fiscal year ending June 30, 1965, and each of the 2 succeeding fiscal years for the institutes program. Payments will be made for the operation by colleges and universities of short term or regular session institutes for certain school personnel. The purpose of the institutes will be to provide such personnel with an opportunity for advanced training, including training in the use of new materials.

Paragraph (1) of the new section 1101 provides that institutes will be conducted for counseling and guidance personnel from elementary and secondary schools and from institutions of higher education. An institution of higher education includes junior colleges and technical institutions as defined in the proposed new section 505 of the act.

Paragraph (2) of the proposed section 1101 provides that institutes will be conducted for history, geography, modern foreign language, and English teachers, and for teachers of disadvantaged youth. These institutes will be conducted for teachers in elementary and secondary schools.

Paragraph (3) of the proposed section 1101 (which would be added by a committee amendment) that institutes will be conducted for library personnel in elementary or secondary schools.

The proposed section 1102 provides that a stipend and dependency allowance will be paid to each person who attends an institute. The stipend is set at \$75 per week and the dependency allowance at \$15 per week for each dependent. Heretofore, only public school teachers and guidance and counseling personnel from public schools attending institutes carried on under the National Defense Education Act were eligible for the stipend and dependency allowance. Under the new section 1102 all personnel, from both private and public schools, attending an institute are eligible for the stipend and dependency allowances.

Section 1201(a) of the proposed title XII authorizes the creation of a Capitol Page Facilities Board. Membership on the Board shall include two Senators, one of whom is a member of the Senate Committee on Labor and Public Welfare; two Members of the House of Representatives, one of whom shall be a member of the House Education and Labor Committee; and one Justice of the Supreme Court.

Subsection (b) of section 1201 directs the Board to provide for the construction of a Capitol Page School. The school will be designed so as to offer residential, educational, dining, recreational, and physical training facilities for Capitol and Supreme Court pages.

The Board is directed under the provisions of subsection (c) to provide for the maintenance of the school and the operation of the residential, dining, and recreational facilities by establishing rules for the maintenance and operation, and by appointing persons to be responsible for same.

Under the provisions of subsection (d) each page employed by the Congress and the Supreme Court is required to reside at the Capitol Page School during periods in which the Congress or the Supreme Court are not in session, unless the Board authorizes the page to live elsewhere. If a page is entitled to live at the school during periods when the House, Senate, or Supreme Court are not in session, he is entitled to live at such school when the Congress or Supreme Court is in recess or adjournment.

Subsection (e) provides that the Facilities Board shall establish rates and fees for residing at the school.

Subsection (f) provides an authorization of funds necessary for the construction and maintenance of the school. The effect of one of the committee amendments is to specifically authorize a sum of \$1,500,000 for the construction of the school. Such sums as are necessary for the operation and maintenance of the residential, dining, and recreational facilities of the school are authorized to be appropriated.

CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3 of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

NATIONAL DEFENSE EDUCATION ACT OF 1958

AN ACT To strengthen the national defense and to encourage and assist in the expansion and improvement of educational programs to meet critical national needs; and for other purposes,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act, divided into titles and sections according to the following table of contents, may be cited as the "National Defense Education Act of 1958".

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TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

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【PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

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TITLE VI—LANGUAGE DEVELOPMENT

【PART A—CENTERS AND RESEARCH AND STUDIES】

- Sec. 601. Language and area centers.
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- Sec. 1001. Administration.
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TITLE XI—INSTITUTES

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TITLE XII—CAPITOL PAGE SCHOOL

TITLE I—GENERAL PROVISIONS

FINDINGS AND DECLARATION OF POLICY

SEC. 101. The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of this Nation depends upon the mastery of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.

We must increase our efforts to identify and educate more of the talent of our Nation. This requires programs that will give assurance that no student of ability will be denied an opportunity for higher education because of financial need; will correct as rapidly as possible the existing imbalances in our educational programs [which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology].

The Congress reaffirms the principle and declares that the States and local communities have and must retain control over and primary responsibility for public education. The national interest requires, however, that the Federal Government give assistance to education for programs which are important to our defense.

To meet the present educational emergency requires additional effort at all levels of government. It is therefore the purpose of this Act to provide substantial assistance in various forms to individuals, and to States and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States.

FEDERAL CONTROL OF EDUCATION PROHIBITED

SEC. 102. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

DEFINITIONS

SEC. 103. As used in this Act—

(a) The term "State" means a State, Puerto Rico, the District of Columbia, the Canal Zone, Guam, American Samoa, or the Virgin Islands, except that as used in sections 302 and 502, such term does not include Puerto Rico, the Canal Zone, Guam, American Samoa, or the Virgin Islands.

(b) The term "institution of higher education" means an educational institution in any State which (1) admits as regular students only persons having a certificate of graduation from a school providing

secondary education, or the recognized equivalent of such a certificate, (2) is legally authorized within such State to provide a program of education beyond secondary education, (3) provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program which is acceptable for full credit toward such a degree, (4) is a public or other nonprofit institution, and (5) is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited. For purposes of title II, such term includes any private business school or technical institution which meets the provisions of clauses (1), (2), (3), (4), and (5), *and includes any school of nursing as defined in subsection (l) of this section*. For purposes of this subsection, the Commissioner shall publish a list of nationally recognized accrediting agencies or associations which he determines to be reliable authority as to the quality of training offered.

(c) The term "Commissioner" means the Commissioner of Education.

(d) The term "Secretary" means the Secretary of Health, Education, and Welfare.

(e) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the governor or by State law.

(f) The term "school-age population" means that part of the population which is between the ages of five and seventeen, both inclusive, and such school-age population for the several States shall be determined by the Commissioner on the basis of the population between such ages for the most recent year for which satisfactory data are available from the Department of Commerce

(g) The term "elementary school" means a school which provides elementary education, as determined under State law or, if such school is not in any State, as determined by the Commissioner

(h) The term "secondary school" means a school which provides secondary education, as determined under State law or, if such school is not in any State, as determined by the Commissioner except that it does not include any education provided beyond grade 12. For the purposes of sections 301 through 304, the term "secondary school" may include a public junior college, as determined under State law or, if such school is not in any State, as determined by the Commissioner.

(i) The term "public" as applied to any school or institution includes a school or institution of any agency of the United States, except that no such school or institution shall be eligible to receive any grant, loan, or other payment under this Act.

(j) The term "nonprofit", as applied to a school or institution means a school or institution owned and operated by one or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual, and, for the purposes of title V, includes a school of any agency of the United States.

(k) The term "local educational agency" means a board of education or other legally constituted local school authority having admin-

istrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(l) *The term "school of nursing" means a public or other nonprofit collegiate, associate degree, or diploma school of nursing.*

(m) *The term "collegiate school of nursing" means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.*

(n) *The term "associate degree school of nursing" means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.*

(o) *The term "diploma school of nursing" means a school affiliated with a hospital or university, or an independent school, which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to a diploma or to equivalent indicia that such program has been satisfactorily completed.*

(p) *The term "accredited" when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education.*

TITLE II—LOANS TO STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

APPROPRIATIONS AUTHORIZED

SEC. 201. For the purpose of enabling the Commissioner to stimulate and assist in the establishment at institutions of higher education of funds for the making of low-interest loans to students in need thereof to pursue their courses of study in such institutions, there are hereby authorized to be appropriated \$90,000,000 each for the fiscal year ending June 30, 1962, and the next fiscal year, \$125,000,000 for the fiscal year ending June 30, 1964, [and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education] \$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June 30, 1966, and \$200,000,000 for the fiscal year ending June 30, 1967, and such sums for the fiscal year ending June 30, 1968, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1967, to continue or complete their education. Sums appropriated under this section for any fiscal year shall be available, in accordance with agreements between the Commissioner and institutions of higher education, for payment of Federal capital contributions which, together with contributions from the institutions, shall be used for establishment and maintenance of student loan funds.

ALLOTMENTS TO STATES

SEC. 202. (a) From the sums appropriated pursuant to section 201 for any fiscal year ending prior to July 1, [1965] 1967, the Commissioner shall allot to each State an amount which bears the same ratio to the amount so appropriated as the number of persons enrolled on a full-time basis in institutions of higher education in such State bears to the total number of persons enrolled on a full-time basis in institutions of higher education in all of the States. The number of persons enrolled on a full-time basis in institutions of higher education for purposes of this section shall be determined by the Commissioner for the most recent year for which satisfactory data are available to him.

(b) Sums appropriated pursuant to section 201 for any fiscal year ending after June 30, [1965] 1967, shall be allotted among the States in such manner as the Commissioner determines to be necessary to carry out the purpose for which such amounts are appropriated.

PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

SEC. 203. [(a)] The Commissioner shall from time to time set dates by which institutions of higher education in a State must file applications for Federal capital contributions from the allotment of such State. In the event the total requested in such applications, which are made by institutions with which he has agreements under this title and which meet the requirements established in regulations of the Commissioner, exceeds the amount of the allotment of such State available for such purpose, the Federal capital contribution from such allotment to each such institution shall bear the same ratio to the amount requested in its application as the amount of such allotment available for such purpose bears to the total requested in all such applications. In the event the total requested in such applications which are made by institutions in a State is less than the amount of the allotment of such State available for such purpose, the Commissioner may reallocate the remaining amount from time to time, on such date or dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under section 202 for such year. The Federal capital contribution to an institution shall be paid to it from time to time in such installments as the Commissioner determines will not result in unnecessary accumulations in the student loan fund established under its agreement under this title.

[(b)] In no case may the total of such Federal capital contributions to any institution of higher education for any fiscal year exceed \$800,000.]

CONDITIONS OF AGREEMENTS

SEC. 204. An agreement with any institution of higher education for Federal capital contributions by the Commissioner under this title shall—

(1) provide for establishment of a student loan fund by such institution;

(2) provide for deposit in such fund of (A) the Federal capital contributions, (B) an amount, equal to not less than one-ninth of such Federal contributions, contributed by such institution,

(C) collections of principal and interest on student loans made from such fund, and (D) any other earnings of the fund;

(3) provide that such student loan fund shall be used only for loans to students in accordance with such agreement, for capital distributions as provided in this title, and for costs of litigation arising in connection with the collection of any loan from the fund or interest on such loan;

(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to [(A)] students with a superior academic background [who express a desire to teach in elementary or secondary schools, and (B) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language]; and

(5) include such other provisions as may be necessary to protect the financial interest of the United States and promote the purposes of this title and as are agreed to by the Commissioner and the institution.

TERMS OF LOANS

SEC. 205. (a) [The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, to any student made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$1,000, and the total for all years to any student from such funds may not exceed \$5,000.] *The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student.*

(b) Loans from any such loan fund to any student by any institution of higher education shall be made on such terms and conditions as the institution may determine; subject, however, to such conditions, limitations, and requirements as the Commissioner may prescribe (by regulation or in the agreement with the institution) with a view to preventing impairment of the capital of the student loan fund to the maximum extent practicable in the light of the objective of enabling the student to complete his course of study; and except that—

(1) such a loan shall be made only to a student who (A) is in need of the amount of the loan to pursue a course of study at such institution, and (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study, and (C) has been accepted for enrollment as a full-time student at such institution or, in the case of a student already attending such institution, is in good standing and in full-time attendance there [either as an undergraduate or graduate student]; *as an undergraduate, graduate, or professional student;*

(2) such a loan shall be evidenced by a note or other written agreement which provides for repayment of the principal amount, together with interest thereon, in equal annual installments, or, if the borrower so requests, in graduated periodic installments (determined in accordance with such schedules as may be approved by the Commissioner), over a period beginning one year after the date on which the borrower ceases to pursue a full-time course of study at an institution of higher education and ending eleven years after such date, except that (A) interest shall not accrue on any such loan, and periodic installments need not be paid, during any period (i) during which the borrower is pursuing a full-time course of study at an institution of higher education or at a comparable institution outside the States approved for this purpose by the Commissioner, (ii) not in excess of three years, during which the borrower is a member of the Armed Forces of the United States, or (iii) not in excess of three years during which the borrower is in service as a volunteer under the Peace Corps Act: *Provided:* That this clause shall apply to any loan outstanding on the effective date of the Peace Corps Act only with the consent of the then obligee institution, (B) any such period shall not be included in determining the ten-year period during which the repayment must be completed, (C) such ten-year period may also be extended for good cause determined in accordance with regulations of the Commissioner, [and (D)] *(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E) the borrower may at his option accelerate repayment of the whole or any part of such loan;*

[(3) not to exceed 50 per centum of any such loan (plus interest) shall be cancelled for service as a full-time teacher in a public elementary or secondary school in a State or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service;]

(3) not to exceed 50 per centum of any such loan (plus interest) shall be cancelled for service as a full-time (A) teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States; (B) professional social worker for a public welfare agency or a nonprofit private organization; (C) social worker, teacher, registered nurse, or counselor on a Federal, State, or local project designed to eliminate poverty and carried on under the provisions of the "Economic Opportunity Act of 1964" at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service in the case of teachers referred to in clause (A), and for each twelve-month period in the case of persons referred to in clauses (B) or (C).

(4) such a loan shall bear interest, on the unpaid balance of the loan, at the rate of 3 per centum per annum except that no interest shall accrue before the date on which repayment of the loan is to begin *in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)*;

(5) such a loan shall be made without security and without endorsement, except that, if the borrower is a minor and the note or other evidence of obligation executed by him would not, under the applicable law, create a binding obligation, either security or endorsement may be required;

(6) the liability to repay any such loan shall be canceled upon the death of the borrower, or if he becomes permanently and totally disabled as determined in accordance with regulations of the Commissioner.

(7) such a loan by an institution for any year shall be made in such installments as may be provided in regulations of the Commissioner or the agreement with the institution under this title and, upon notice to the Commissioner by the institution that any recipient of a loan is failing to maintain satisfactory standing, any or all further installments of his loan shall be withheld, as may be appropriate; and

(8) no note or other evidence of such a loan may be transferred or assigned by the institution of higher education making the loan except, upon the transfer of the borrower to another institution of higher education participating in the program under this title (or, if not participating, is eligible to do so and is approved by the Commissioner for such purpose), to such institution.

(c) An agreement under this title for payment of Federal capital contributions shall include provisions designed to make loans from the student loan fund established pursuant to such agreement reasonably available (to the extent of the available funds in such fund) to all eligible students in such institution in need thereof.

DISTRIBUTIONS OF ASSETS FROM STUDENT LOAN FUNDS

SEC. 206. (a) After June 30, [1969] 1971, and not later than September 30, [1969] 1971, there shall be a capital distribution of the balance of the student loan fund established under this title by each institution of higher education as follows:

(1) The Commissioner shall first be paid an amount which bears the same ratio to the balance in such fund at the close of June 30, [1969] 1971, as the total amount of the Federal capital contributions to such fund by the Commissioner under this title bears to the sum of such Federal capital contributions and the institution's capital contributions to such fund.

(2) The remainder of such balance shall be paid to the institution.

(b) After September 30, [1969] 1971, each institution with which the Commissioner has made an agreement under this title shall pay to the Commissioner, not less often than quarterly, the same proportionate share of amounts received by the institution after June 30, [1969] 1971, in payment of principal or interest on student loans made from the student loan fund established pursuant to such agreement (which amount shall be determined after deduction of any costs of litigation incurred in collection of the principal or interest on loans

from the fund and not already reimbursed from the student loan fund or such payments of principal or interest) as was determined for the Commissioner under subsection (a).

(c) Upon a finding by the institution or the Commissioner prior to July 1, [1969] 1971, that the liquid assets of a student loan fund established pursuant to an agreement under this title exceed the amount required for loans or otherwise in the foreseeable future, and upon notice to such institution or to the Commissioner, as the case may be, there shall be, subject to such limitations as may be included in regulations of the Commissioner or in such agreement, a capital distribution from such fund. Such capital distribution shall be made as follows:

(1) The Commissioner shall first be paid an amount which bears the same ratio to the total to be distributed as the Federal capital contributions by the Commissioner to the student loan fund prior to such distribution bear to the sum of such Federal capital contributions and the capital contributions to the fund made by the institution.

(2) The remainder of the capital distribution shall be paid to the institution.

* * * * *

ADMINISTRATIVE PROVISIONS

SEC. 209. (a) *The Secretary shall vest responsibility for the administration of all student-loan programs carried on, or assisted, by the Department of Health, Education, and Welfare in a single officer of such Department.*

(b) *The maximum loan which may be made during an academic year, or its equivalent, to a graduate or professional student under any student-loan program carried on or assisted by any department or agency of the United States shall, notwithstanding any other provision of law, be \$2,500.*

(c) *After June 30, 1965, except as provided in subsection (d), an institution of higher education may not participate in the student loan program under this Act, if at the same time such institution is participating in any other student loan program carried on or assisted by the Department of Health, Education, and Welfare, with the exception of the loan program administered under the Migration and Refugee Assistance Act of 1962.*

(d) *An institution of higher education may, upon notice to the Secretary, discontinue its participation in any student-loan program carried on or assisted by the Department of Health, Education, and Welfare in preparation for beginning its participation in a different student-loan program. The Secretary shall provide by regulations (which shall be binding on the institution) for the discontinuation of such student-loan program upon the receipt of such notice and for the distribution of the assets of the student-loan fund thereof. Such regulations shall provide—*

(1) *that the discontinuation of the program and the distribution of assets from the student-loan fund will be carried on at a rate, and in a manner, which will insure that students who received loans under the program to be discontinued, will be able to receive such loans under such program as may be necessary to enable them to continue or complete their education, and*

(2) *that the assets of the student-loan fund, and repayments of loans made therefrom, will be equitably divided between the institution of higher education and the United States.*

(e) *If, on the date of enactment of the National Defense Education Act Amendments, 1964, an institution of higher education is participating in a student-loan program both under this Act and under another Act, it shall notify the Secretary before July 1, 1965, as to which of such student-loan programs it elects to participate in in the future. Thereupon the Secretary shall provide for the discontinuance of the other student-loan program (and the distribution of its student-loan fund) in the same manner as provided for discontinuance of student-loan programs (and distribution of their student-loan funds) under the preceding subsections.*

[(a)] (f) The Commissioner, in addition to the other powers conferred upon him by this title, shall have power to agree to modifications of agreements or loans made under this title and to compromise, waive, or release any right, title, claim, or demand, however arising or acquired under this title.

[(b)] (g) Financial transactions of the Commissioner pursuant to this title, and vouchers approved by him in connection with such financial transactions, shall be final and conclusive upon all officers of the Government; except that all such transactions shall be subject to audit by the General Accounting Office at such times and in such manner as the Comptroller General may by regulation prescribe.

TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION

APPROPRIATIONS AUTHORIZED

SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the [six] *eight* succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment (suitable for use in providing education in science, mathematics, [or modern foreign language] *history, geography, modern foreign language, and English*), *but excluding supplies which are consumed in use*, and for minor remodeling described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and each of the [six] *eight* succeeding fiscal years for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303 (a).

ALLOTMENTS TO STATES

SEC. 302. (a) (1) From the sums appropriated pursuant to the first sentence of section 301 for any fiscal year the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine for allotment as provided in section 1008, and shall reserve 12 per centum for loans authorized in section 305. From the remainder of such sums the Commissioner shall allot to each State an amount which bears the same ratio to the amount of such remainder as the product of—

(A) the school-age population of the State, and

(B) the State's allotment ratio (as determined under paragraph (2)),

bears to the sum of the corresponding products for all the States.

(2) The "allotment ratio" for any State shall be 100 per centum less the product of (A) 50 per centum and (B) the quotient obtained by dividing the income per child of school age for the State by the income per child of school age for the United States, except that the allotment ratio shall in no case be less than $33\frac{1}{2}$ per centum or more than 66 $\frac{2}{3}$ per centum. The allotment ratio shall be promulgated by the Commissioner [as soon as possible after enactment of this Act, and again between July 1 and August 31 of the year 1959], *between July 1 and August 31 of each even-numbered year beginning with calendar year 1964* on the basis of the average of the incomes per child of school age for the States and for the United States for the three most recent consecutive years for which satisfactory data are available from the Department of Commerce. [The first such promulgation shall be conclusive for each of the two fiscal years in the period beginning July 1, 1958, and ending June 30, 1960, and the second shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965.] *Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965.*

* * * * *

(b) From the sums appropriated pursuant to the second sentence of section 301 for any fiscal year the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine for allotment as provided in section 1008. From the remainder of such sums the Commissioner shall allot to each State an amount which bears the same ratio to the amount of such remainder as the school-age population of such State bears to the total of the school-age populations of all of the States. The amount allotted to any State under the preceding sentence for any fiscal year which is less than **[\$20,000]** *\$50,000* shall be increased to **[\$20,000]** *\$50,000*, the total thereby required being derived by proportionately reducing the amount allotted to each of the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotment of any of such remaining States from being thereby reduced to less than **[\$20,000]** *\$50,000*.

* * * * *

STATE PLANS

SEC. 303. (a) Any State which desires to receive payments under this title shall submit to the Commissioner, through its State educational agency, a State plan which meets the requirements of section 1004(a) and—

(1) sets forth a program under which funds paid to the State from its allotment under section 302(a) will be expended solely for projects approved by the State educational agency for (A) acquisition of laboratory and other special equipment (*other than supplies consumed in use*), including audiovisual materials and equipment and printed and published materials (*other than*

textbooks), suitable for use in providing education in science, mathematics, [or modern foreign language] *history, geography, modern foreign language, or English* in public elementary or secondary schools, or both, and of testgrading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and (B) minor remodeling of laboratory or other space used for such materials or equipment;

(2) sets forth principles for determining the priority of such projects in the State for assistance under this title and provides for undertaking such projects, insofar as financial resources available therefor make possible, in the order determined by the application of such principles;

(3) provides an opportunity for a hearing before the State educational agency to any applicant for a project under this title;

(4) provides for the establishment of standards on a State level for laboratory and other special equipment acquired with assistance furnished under this title;

(5) sets forth a program under which funds paid to the State from its allotment under section 302(b) will be expended solely for (A) expansion or improvement of supervisory or related services in public elementary and secondary schools in the fields of science, mathematics, [and modern foreign languages], *history, geography, modern foreign languages, and English*, and (B) administration of the State plan.

(b) The Commissioner shall approve any State plan and any modification thereof which complies with the provisions of subsection (a).

PAYMENTS TO STATES

SEC. 304. (a) From a State's allotment for a fiscal year under section 302(a), the Commissioner shall, from time to time during the period such allotment is available for payment as provided in paragraph (4) of section 302(a), pay to such State an amount equal to one-half of the expenditures for projects for acquisition of equipment and minor remodeling referred to in paragraph (1) of section 303(a) which are carried out under its State plan approved under section 303(b); except that no State shall receive payments under this subsection for any period in excess of its allotments for such period under section 302(a).

(b) From a State's allotment under section 302(b) for the fiscal year ending June 30, 1959, the Commissioner shall from time to time pay to such State an amount equal to the amount expended by such State for such year to carry out the program referred to in paragraph (5) of section 303(a) under its State plan approved under section 303(b). From a State's allotment under section 302(b) for the fiscal year ending June 30, 1960, and for each of the [five] *seven* succeeding fiscal years, such payments shall equal one-half of the amount so expended under its State plan approved under section 303(b); except that no State shall receive payments under this subsection for any fiscal year in excess of its allotment under section 302(b) for that fiscal year.

LOANS TO NONPROFIT PRIVATE SCHOOLS

SEC. 305. (a) The Commissioner shall allot, out of funds reserved for each fiscal year for the purposes of this section under the provisions of section 302(a), to each State for loans under the provisions of this section an amount which bears the same ratio to such funds as the number of persons in such State enrolled in private nonprofit elementary and secondary schools bears to the total of such numbers for all States.

(b) From the sums allotted to each State under the provisions of this section the Commissioner is authorized to make loans to private nonprofit elementary and secondary schools in such State for the purposes for which payments to State educational agencies are authorized under the first sentence of section 301. Any such loan—

(1) shall be made upon application containing such information as may be deemed necessary by the Commissioner;

(2) shall be subject to such conditions as may be necessary to protect the financial interest of the United States;

(3) shall bear interest at the rate arrived at by adding one-quarter of 1 per centum per annum to the rate which the Secretary of the Treasury determines to be equal to the current average yield on all outstanding marketable obligations of the United States [as of the last day of the month] *as computed at the end of the fiscal year next* preceding the date the application for the loan is approved and by adjusting the result so obtained to the nearest one-eighth of 1 per centum; and

(4) shall mature and be repayable on such date as may be agreed to by the Commissioner and the borrower, but such date shall not be more than ten years after the date on which such loan was made.

TITLE IV—NATIONAL DEFENSE FELLOWSHIPS

APPROPRIATIONS AUTHORIZED

SEC. 401. There are hereby authorized to be appropriated such sums as may be necessary to carry out the provisions of this title.

NUMBER OF FELLOWSHIPS

SEC. 402. (a) [During the fiscal year ending June 30, 1959, the Commissioner is authorized to award one thousand fellowships under the provisions of this title, and during each of the six succeeding fiscal years he is authorized to award one thousand five hundred such fellowships. Such fellowships shall be for periods of study, not in excess of three academic years.] *During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed five thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed seven thousand five hundred such fellowships, and during the fiscal year ending June 30, 1967, he is authorized to award not to exceed ten thousand such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the*

institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years.

* * * * *

AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

SEC. 403. (a) **[**The Commissioner shall award fellowships under this title to individuals for study in graduate programs approved by him under this section.**]** *Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one-third of such fellowships awarded during the fiscal years ending June 30, 1965, and June 30, 1966, and not less than 2,500 for each fiscal year thereafter, shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c). The Commissioner shall approve a graduate program of an institution of higher education only upon application by the institution and only upon his finding:*

(1) that such program is a new program or an existing program which has been expanded, and

(2) that such new program or expansion of an existing program will substantially further the objective of increasing the facilities available in the Nation for the graduate training of college or university level teachers and of promoting a wider geographical distribution of such facilities throughout the Nation **[, and]**.

[(3) that in the acceptance of persons for study in such programs preference will be given to persons interested in teaching in institutions of higher education.**]**

(b) The total of the fellowships awarded **[under this title]** *as described in clause (1) of subsection (a) for pursuing a course of study in a graduate program at any institution of higher education may not exceed a limit established by the Commissioner in the light of the objective referred to in subsection (a)(2), and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education.*

(c) *Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.*

(d) *No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term "school or department of divinity" means an institution or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects.*

FELLOWSHIP STIPENDS

SEC. 404. (a) Each person awarded a fellowship under the provisions of this title shall receive a stipend of \$2,000 for the first **[academic year of study after the baccalaureate degree]** *year of study*, \$2,200 for the second such year, and \$2,400 for the third such year, plus an additional amount of \$400 for each such year on account of

each of his dependents. *Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents.*

* * * * *

TITLE V—GUIDANCE, COUNSELING, AND TESTING;
IDENTIFICATION AND ENCOURAGEMENT OF ABLE
STUDENTS

[PART A—STATE PROGRAMS]

APPROPRIATIONS AUTHORIZED

SEC. 501. There are hereby authorized to be appropriated \$15,-000,000 for the fiscal year ending June 30, 1963, [and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year.] *\$17,500,000 for the fiscal year ending June 30, 1964, \$25,000,000 for the fiscal year ending June 30, 1965, \$25,500,000 for the fiscal year ending June 30, 1966, and \$32,500,000 for the fiscal year ending June 30, 1967, for making grants to State educational agencies under this [part] title to assist them to establish and maintain programs of testing and guidance and counseling.*

* * * * *

STATE PLANS

SEC. 503. (a) Any State which desires to receive payments under this [part] title shall submit to the Commissioner, through its State educational agency, a State plan which meets the requirements of section 1004(a) and sets forth—

[(1) a program for testing students who are not below grade 7 in the public elementary or secondary schools of such State, and if authorized by law in corresponding grades in other elementary or secondary schools in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

[(2) a program of guidance and counseling in the public elementary or secondary schools of such State (A) to advise students who are not below grade 7 of courses of study best suited to their ability, aptitudes, and skills, and (B) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions.]

(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

(2) *a program of guidance and counseling in the public elementary or secondary schools or public junior colleges or technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions.*

(b) The Commissioner shall approve any State plan and any modification thereof which complies with the provisions of subsection (a).

PAYMENTS TO STATES

SEC. 504. (a) Payment under this [part] title shall be made to those State educational agencies which administer plans approved under section 503. For the fiscal year ending June 30, 1959, such payments shall equal the amount expended by the State in carrying out its State plan, and for the fiscal year ending June 30, 1960, and for each of the [five] seven succeeding fiscal years, such payments shall equal one-half of the amount so expended, including amounts expended under the State plan for State supervisory or related services in public elementary or secondary schools in the fields of guidance, counseling, and testing, and for administration of the State plan: except that no State educational agency shall receive payment under this [part] title for any fiscal year in excess of that State's allotment for that fiscal year as determined under section 502.

(b) In any State which has a State plan approved under section 503 and in which the State educational agency is not authorized by law to make payments to cover the cost of testing students[, who are not below grade 7] in any one or more elementary or secondary schools, or in junior colleges and technical institutes, in such State to determine student abilities and aptitudes, the Commissioner shall arrange for the testing of such students and shall pay the cost thereof for the fiscal year ending June 30, 1959, and one-half of the cost thereof for any of the [six] eight succeeding fiscal years out of such State's allotment. Testing of students pursuant to this subsection shall, so far as practicable, be comparable to, and be done at the same grade levels and under the same conditions as in the case of, testing of students in public schools under the State plan.

DEFINITIONS

SEC. 505. For the purposes of this title, the term "junior colleges or technical institutions" means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor's degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge,

and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located.

【PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

【AUTHORIZATION

【SEC. 511. There are hereby authorized to be appropriated \$6,250,000 for the fiscal year ending June 30, 1959, and \$7,250,000 for each of the six succeeding fiscal years, to enable the Commissioner to arrange, by contracts with institutions of higher education, for the operation by them of short-term or regular session institutes for the provision of training to improve the qualifications of personnel engaged in counseling and guidance of students who are not below grade 7 in elementary or in secondary schools, or teachers in such schools preparing to engage in such counseling and guidance. Each individual, engaged, or preparing to engage in counseling and guidance in a public elementary or secondary school, who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent for the period of such attendance.】

TITLE VI—LANGUAGE DEVELOPMENT

【PART A—CENTERS AND RESEARCH AND STUDIES】

LANGUAGE AND AREA CENTERS

SEC. 601. (a) The Commissioner is authorized to arrange through contracts with institutions of higher education for the establishment and operation by them, during the period beginning July 1, 1958, and ending with the close of June 30, 【1965】 1967, of centers for the teaching of any modern foreign language with respect to which the Commissioner determines (1) that individuals trained in such language are needed by the Federal Government or by business, industry, or education in the United States, and (2) that adequate instruction in such language is not readily available in the United States. Any such contract may provide for instruction not only in such modern foreign language but also in other fields needed to provide a full understanding of the areas, regions, or countries in which such language is commonly used, to the extent adequate instruction in such fields is not readily available, including fields such as history, political science, linguistics, economics, sociology, geography, and anthropology. Any such contract may cover not more than 50 per centum of the cost of the establishment and operation of the center with respect to which it is made, including the cost of grants to the staff for travel in the foreign areas, regions, or countries with which the subject matter of the field or fields in which they are or will be working is concerned and the cost of travel of foreign scholars to such centers to teach or assist in teaching therein and the cost of their return, and shall be made on such conditions as the Commissioner finds necessary to carry out the purposes of this section.

(b) The Commissioner is also authorized, during the period beginning July 1, 1958, and ending with close of June 30, **[1965]** 1967, to pay stipends to individuals undergoing advanced training in any modern foreign language (with respect to which he makes the determination under clause (1) of subsection (a)), and other fields needed for a full understanding of the area, region, or country in which such language is commonly used, at any short-term or regular session of any institution of higher education, including allowances for dependents and for travel to and from their places of residence, but only upon reasonable assurance that the recipients of such stipends will, on completion of their training, be available for teaching a modern foreign language in an institution of higher education or for such other service of a public nature as may be permitted in regulations of the Commissioner.

RESEARCH AND STUDIES

SEC. 602. The Commissioner is authorized, directly or by contract, to make studies and surveys to determine the need for increased or improved instruction in modern foreign languages and other fields needed to provide a full understanding of the areas, regions, or countries in which such languages are commonly used, to conduct research on more effective methods of teaching such languages and in such other fields, and to develop specialized materials for use in such training, or in training teachers of such languages or in such fields.

APPROPRIATIONS AUTHORIZED

SEC. 603. **[**There are hereby authorized to be appropriated such sums as may be necessary to carry out the provisions of this part, not to exceed \$8,000,000 in any one fiscal year.**]** *There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, and \$16,000,000 for the fiscal year ending June 30, 1967, to carry out the provisions of this title.*

[PART B—LANGUAGE INSTITUTES

[AUTHORIZATION

[SEC. 611. There are hereby authorized to be appropriated \$7,250,000 for the fiscal year ending June 30, 1959, and each of the six succeeding fiscal years, to enable the Commissioner to arrange, through contracts with institutions of higher education, for the operation by them of short-term or regular session institutes for advance training, particularly in the use of new teaching methods and instructional materials, for individuals who are engaged in or preparing to engage in the teaching, or supervising or training teachers, of any modern foreign language in elementary or secondary schools. Each individual (engaged, or preparing to engage, in the teaching, or supervising or training teachers, of any modern foreign language in a public elementary or secondary school) who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of

\$15 per week for each such dependent for the period of such attendance. As used in this section "modern foreign language" includes English when taught to persons for whom English is a second language.】

TITLE VII—RESEARCH AND EXPERIMENTATION IN MORE EFFECTIVE UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

PART A—RESEARCH AND EXPERIMENTATION

FUNCTIONS OF THE COMMISSIONER

SEC. 701. In carrying out the provisions of this part the Commissioner, in cooperation with the Advisory Committee on New Educational Media (established by section 761), shall (through grants or contracts) conduct, assist, and foster research and experimentation in the development and evaluation of projects involving television, radio, motion pictures, printed and published materials, and related media of communication which may prove of value to State or local educational agencies in the operation of their public elementary or secondary schools, and to institutions of higher education, including the development of new and more effective techniques and methods—

- (1) for utilizing and adapting motion pictures, video tapes and other audio-visual aids, film strips, slides and other visual aids, recordings (including magnetic tapes) and other auditory aids, printed and published materials, and radio or television program scripts for such purposes;
- (2) for training teachers to utilize such media with maximum effectiveness; and
- (3) for presenting academic subject matter through such media.

* * * * *

APPROPRIATIONS AUTHORIZED

SEC. 763. There are hereby authorized to be appropriated the sum of \$3,000,000 for the fiscal year ending June 30, 1959, and the sum of \$5,000,000 for each of the [six] eight succeeding fiscal years for carrying out the provisions of this title.

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TITLE X—MISCELLANEOUS PROVISIONS

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ADMINISTRATION OF STATE PLANS

SEC. 1004. (a) No State plan submitted under one of the titles of this Act shall be approved by the Commissioner which does not—

- (1) provide, in the case of a plan submitted under title III or under title V, or section 1009 of this title, that the State educational agency will be the sole agency for administering the plan;
- (2) provide that such commission or agency will make such reports to the Commissioner, in such form and containing such

information, as may be reasonably necessary to enable the Commissioner to perform his duties under such title or section *and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports; and*

(3) provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the State under such title or section (*including such funds paid by the State to the local educational agencies*).

* * * * *

IMPROVEMENT OF STATISTICAL SERVICES OF STATE EDUCATIONAL AGENCIES

SEC. 1009. (a) For the purpose of assisting the States to improve and strengthen the adequacy and reliability of educational statistics provided by State and local reports and records and the methods and techniques for collecting and processing educational data and disseminating information about the condition and progress of education in the States, there are hereby authorized to be appropriated for the fiscal year ending June 30, 1959, and each of the [six] *eight* succeeding fiscal years, for grants to States under this section, such sums as the Congress may determine.

* * * * *

TITLE XI—INSTITUTES

AUTHORIZATION OF INSTITUTES

SEC. 1101. *There are authorized to be appropriated \$35,000,000 for the fiscal year ending June 30, 1965, and each of the two succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with colleges and universities for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—*

(1) *who are engaged, or are teachers preparing to engage, in the elementary or secondary schools or in institutions of higher education (which, for purposes of this section shall include junior colleges and technical institutes as defined in section 505), as counseling and guidance personnel,*

(2) *who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, English, or of disadvantaged youth, in elementary or secondary schools, or*

(3) *who are engaged as library personnel in the elementary or secondary schools as library personnel, or as supervisors of such personnel.*

STIPENDS

SEC. 1102. *Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance*

at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent.

TITLE XII—CAPITOL PAGE SCHOOL

SEC. 1201. There is hereby created a Capitol Page Facilities Board (hereinafter referred to as the "Board"), which shall be composed of two Senators, to be appointed by the President pro tempore of the Senate, two Members of the House of Representatives, to be appointed by the Speaker, and one Justice of the Supreme Court to be appointed by the Chief Justice of the United States. One of the members of the Board shall be a member of the Committee on Labor and Public Welfare of the Senate, and one of the members shall be a member of the Committee on Education and Labor of the House of Representatives.

(b) The Board is authorized and directed to provide for the construction of a Capitol Page School located as near as practicable to the Capitol, which will offer residence, educational, dining, recreational, and physical training facilities for pages employed by the Senate, the House of Representatives, and the Supreme Court.

(c) The Board shall appoint one or more persons of mature years to be responsible for the maintenance of the Capitol Page School and the operation of the residential, dining, and recreational facilities of such school, under rules made by the Board.

(d)(1) Each page employed by the Senate, the House of Representatives, or the Supreme Court shall be required to reside at the Capitol Page School upon completion of its construction while the Senate, the House of Representatives, or the Supreme Court, as the case may be, is in session and during all periods when he is entitled to receive compensation as a page, unless he is authorized by the Board to reside elsewhere.

(2) Any page employed by the Senate, the House of Representatives, or the Supreme Court, may, with the approval of the Board, reside at the Capitol Page School during such times as the Senate, the House of Representatives, or the Supreme Court, as the case may be, is in recess or adjournment, if he was entitled to reside at such school during the session of the Senate, the House, or the Supreme Court immediately preceding such recess or adjournment or if he has been appointed as a page subsequent to the end of such session.

(e) The Board shall establish such rates and fees for residing at the Capitol Page School as it deems necessary.

(f)(1) There is hereby authorized to be appropriated for the construction of the Capitol Page School the sum of \$1,500,000.

(2) There are authorized to be appropriated such fund as may be necessary for the operation of the residential, dining, and recreational facilities of the Capitol Page School, to be disbursed by the Secretary of the Senate on vouchers signed by a member of the Board designated by it for such purpose.

INDIVIDUAL VIEWS BY THE HONORABLE HUGH L. CAREY

I am opposed to the establishment of a Capitol Page Boys' School under the auspices of the Federal Government. Page boys are presently receiving their education under the Page Boys' Educational Act of 1948. Under the provisions of this act they receive their schooling in the public schools of the District or in other non-public institutions if they care to exercise that choice. In either case funds for the costs of their education are provided in the law.

Under the proposed title XII of the act, it is proposed that an academy be established exclusively for page boys in Congress and the Supreme Court. This would be a most exclusive academy, indeed. It would be available only to those fortunate youths who are among the select few, who would enjoy its benefits by reason of congressional patronage. It would be the Exeter or Andover of Capitol Hill.

I do not mean to intimate that there is no need for improvement in the present system of page assistants. I am aware that other committees of the House and Senate are engaged in studying the present system for the purpose of recommending improvements. One of these which I can readily support, would be to increase the age requirements for pages so that college students could perform these duties on an hourly wage basis. Their education costs would continue to be their own responsibility. I am aware also that the diligent investigation of our committee has established that there exists certain inadequacies in the housing and board arrangements for our present pages. Such inadequacies should be met by appropriate measures by the committees charged with the responsibility in the field of housing and legislative affairs for House employees which have no connection with the education of such employees.

If the House is to assume the control of the education of the page boy contingent, a strong argument could be made that this responsibility should be extended to include adult education classes for porters and janitors, special education for staff employees, and even graduate education for specialists in the employ of the Congress.

I am not prepared to support such extensive programs for such select groups. I suggest, instead, that the appropriate committees of the House look into better housing and boarding accommodations for our very loyal and diligent pages, but I am forced to oppose any change in the present educational opportunities afforded these young men, particularly in the form of the proposal contained in title X of this bill.

HUGH L. CAREY.

MINORITY VIEWS

We, the undersigned, believe that a simple, 2-year extension of the National Defense Education Act, with necessary increases in the student loan fund authorizations to assure that all qualified borrowers can be accommodated, is far preferable to this bill.

H.R. 11904 would greatly expand, and in some respects fundamentally alter, the National Defense Education Act. For example, the extension of the student loan forgiveness feature to special categories of personnel to be employed in the so-called "poverty war" (if that legislation were to be enacted), would be inequitable in its application to individuals and would threaten the integrity of the student loan funds of institutions. Moreover, it is nothing other than a Federal scholarship program—a concept which the House has rejected—with the special disadvantages of not applying to those who are most able and most needy, and of being arbitrarily granted only in fields selected by the Federal Government.

We feel that this bill has not been considered adequately by our committee, and that education is too important to the Nation to permit hasty legislation. Since the National Defense Education Act vitally affects some of the most sensitive areas in our educational structure, we urge the Congress to enact basic amendments to the act only after the most careful consideration of their effect.

The present act admittedly needs extension so as to assure the orderly continuation of the student loan program in our colleges and universities, but otherwise there is no reason for haste in changing the act. Accordingly, we urge that such an extension be approved, in lieu of H.R. 11904.

Approved:

PETER H. B. FRELINGHUYSEN.

WILLIAM H. AYRES.

ROBERT P. GRIFFIN.

ALBERT H. QUIE.

CHARLES E. GOODELL.

DONALD C. BRUCE.

JOHN M. ASHBROOK.

DAVE MARTIN.

ALPHONZO BELL.

M. G. (GENE) SNYDER.

PAUL FINDLEY.

ROBERT TAFT, Jr.

INDIVIDUAL VIEWS OF ALBERT H. QUIE AND CHARLES E. GOODELL

We oppose enactment of this bill, which would enlarge the National Defense Education Act far beyond its original purposes. The Congress should not alter the basic structure and philosophy of this legislation without a full-scale inquiry into educational needs comparable to that which led to the original enactment.

We recommend the sensible alternative course of extending the act at this time only with minor amendments, pending a thorough review of the operation and effect of its provisions.

AN EISENHOWER PROPOSAL

The National Defense Education Act is based upon the recommendations of President Eisenhower, made early in 1958, for an emergency Federal effort to improve certain aspects of American education related to our long-term defense and foreign policy capabilities. The Eisenhower administration had conducted a long and thorough examination which revealed some widespread and serious deficiencies in our schools and colleges. Many persons concluded that these deficiencies must be overcome in the shortest possible time, and that this could be accomplished only through Federal assistance.

This act was never intended as a vehicle for general aid to education, or as an assumption of permanent Federal responsibilities. It was addressed, for the most part, to four disturbing conditions: (1) the seriously outdated and inadequate instruction in mathematics, science, and modern foreign languages; (2) the severe and continued decline in the percent of high school students taking these basic subjects; (3) the failure of a large number of our most able students to prepare for or enter college; and (4) the increasing shortage of fully prepared, Ph. D. level college faculty.

These conditions are still a matter of concern, although the increased national awareness of them, together with the stimulus afforded by this act, has resulted in marked improvements in our educational system. Too few of our high school students take any advanced course in mathematics or physical science (16 percent) or study a foreign language (22 percent). And while estimates are difficult, there is general agreement that we are still failing to discover, or failing to motivate, far too many of our potentially talented students. We believe that it would be unwise to expand this act even before its most important purposes are accomplished.

BIPARTISAN SUPPORT FOR ACT

Although some Members of Congress of both parties have opposed most Federal aid to education on the grounds that basic financing of education is the proper function of State, local, and private agencies, the National Defense Education Act has enjoyed wide, bipartisan

support. Mr. Frelinghuysen, for example, was one of the original sponsors of the act. Last October 7, the Republican members of this committee unanimously urged a prompt extension of the student loan program, with an increased appropriations authorization sufficient to meet the needs of all qualified student borrowers.

The unwarranted expansion of the act proposed in H.R. 11904 gives additional substance to the view that limited Federal aid leads to ever-increasing Federal intervention in education, with the inevitable consequence of weakening support for this act.

MAJOR WEAKNESSES OF H.R. 11904

1. Expansion of loan forgiveness

The act—on the assumption that a special incentive was required to encourage the recruitment of teachers—provides for forgiveness of up to one-half of a student loan for those borrowers who teach in public elementary and secondary schools. Although we feel that the student loan program might well be made permanent, and that the whole question of loan forgiveness should be reconsidered in that context (and in view of improved teacher recruitment since 1958), we would approve equal treatment for both public and private non-profit elementary and secondary teachers. However, H.R. 11904 goes far beyond this principle.

This bill extends the loan forgiveness to those who teach at the college level, to social workers in public and private agencies, and to a wide range of personnel who would be involved in "poverty war" projects (assuming pending legislation is enacted). We strongly believe that this wholesale forgiveness would end any chance of ever establishing a permanent and virtually self-supporting fund to aid needy students, and that it is discriminatory in a way that bears no relation to proven national need.

On what basis do we determine, for example, that professional social workers merit forgiveness of loans and that medical technicians working on cancer research do not? Why should personnel (such as nurses), engaged in federally financed "antipoverty" work have a student loan canceled when personnel engaged in identical but less well-financed work are required to pay back their loans? Such examples of inequity and arbitrary favoritism would be endless if this bill were to be enacted.

This is the kind of action that might well wreck the National Defense Education Act and destroy the student loan program. Frankly, it is our conviction that the entire loan forgiveness feature should be phased out and replaced by a more imaginative and generous program of assistance aimed at those able students who are so urgently in need that they would not otherwise continue their education.

2. Subjects added to title III

Title III authorizes Federal grants to the States (and loans to the private schools) for the purchase by elementary and secondary schools of expensive equipment needed to teach science, mathematics, and modern foreign languages. The act includes authorization for audio-visual equipment, printed matter, and test-grading equipment.

This bill expands the list of subjects for which equipment may be purchased by including history, geography, and English. There has been no showing, as in the case of science, mathematics, and languages, that these subjects are neglected in the schools, that special and

expensive equipment is needed for proper instruction in them, or that schools require any additional assistance of this kind in these subjects.

There was testimony, amounting to fragmentary evidence, that some schools lack up-to-date globes and wall maps for instruction in geography. To the extent that this may be true, it evidences a lack of sensible priorities for the use of funds in some school districts. Surely any school district which can equip football teams can buy wall maps. If the Federal Government must assume responsibility for all educational decisions it is a terrible indictment of our educational system, which I for one refuse to make across the board.

The fact is that the subcommittee handling this bill received a great deal of evidence of bad judgment in the use of title III funds under the existing act. Although the funds have been used to good advantage to buy special equipment, they have also been used to purchase such items as staplers, staples, ordinary desks and chairs, curtains for darkrooms, and dozens of other items which should not require Federal aid to finance. Rather than continued expansion of title III, there is strong evidence that it should be thoroughly re-evaluated.

3. Sudden increase in fellowships

The bill would expand the number of fellowships awarded under title IV from 1,500 annually to 10,000 annually, and would do so in a 2-year period. Moreover, it would minimize the fundamental purpose of the program to expand the base of graduate education in the country; only one-third of the fellowships would be awarded for new or expanded graduate programs, a requirement applying to all fellowships in the present act. Also, the direction to the Commissioner of Education to seek geographic spread in the program would be eliminated. Thus, a fundamental purpose of the title would be seriously compromised.

Aside from Office of Education spokesmen, there was little support for this precipitous increase in the number of fellowships awarded under the act. Experts in graduate education have very grave doubts that any such increase could be accomplished without a serious weakening of the quality of candidates for fellowships and of the graduate program itself. Any such result would be unfortunate.

The philosophy of Federal interest inherent in this huge increase, and in the virtual abandonment of the idea of expanding the base of graduate education, is radically different from that of the existing act. The philosophy of this bill is that the Federal Government should assume the lion's share of the total national effort in graduate education. This is evident when we compare the 10,000 fellowships proposed in this bill with the total number of Ph. D. degrees awarded last year—12,822.

The general public is not aware of the enormous Federal contribution to graduate education. In fiscal 1962, Federal agencies financed over 35,000 graduate students through fellowships and traineeships, at a cost of over \$103 million. In addition, these agencies paid part or all the costs for 19,350 graduate research assistants. Most of these students are working in the physical and biological sciences which relate directly to major Federal interests, as, for example, high-energy physics. This fact accounts for a further erroneous assumption in this bill.

It is assumed that because the Federal Government—of necessity in the interest of national defense—makes a heavy contribution to graduate education in science, it must “balance” this with a heavy commitment in the humanities and arts. The application of this “balance” theory would require us to match every outlay for a direct governmental interest with an expenditure for interests that are indirect or remote. To say the least, this is a novel theory of governmental responsibility. On the basis of the hearings thus far, I cannot adopt such an outlook on education in this country.

4. Expansion of teacher institutes

The existing act authorizes the Commissioner, through the universities, to provide institutes for elementary and secondary schoolteachers of modern foreign languages, and for counseling and guidance personnel in these schools. This complements a similar program for science and mathematics teachers administered by the National Science Foundation.

These institutes are a recognition of two factors: (1) The rapid change in basic knowledge and instructional methods in these subjects, together with the relative neglect of the subjects; and (2) the unsatisfactory preparation of large numbers of teachers and personnel in these subjects. The bill would add to the act the subjects of history, geography, and English, the field of school library work, and teachers of “disadvantaged youth.” It does so with little or no reference to the factors we have described.

As an example, scant justification appears in the record for federally financed institutes for history teachers as compared with teachers of civics, government, economics, or art. Obviously, this bill is a step toward Federal responsibility for all teacher education, and without compelling justification.

It is one thing to say that all teachers need additional formal education, refresher courses, and inservice training; it is quite another to say that this should be a total, or even a primary, Federal responsibility.

I reject this course as unjustified and perhaps dangerous. If the Commissioner of Education can select the universities which conduct teacher institutes in history or economics, he can determine which of several theories and views of history or economics will be favored. That is the power to influence directly and to conform the views and ideas advanced in our schools. In this sense, there is no valid analogy between mathematics institutes and history institutes.

The addition of teachers of “disadvantaged youth” introduces an element of utter confusion. “Disadvantaged youth” is not even defined in the bill (perhaps because it is not susceptible to definition). But even assuming that one could suitably define the term, how many disadvantaged youths must a teacher teach in order to qualify for attendance at an institute? Would a teacher whose classes contained 51 percent disadvantaged students qualify, as opposed to one whose students were only 49 percent disadvantaged? Among all the teachers who might qualify, what criteria for selection would there be? Would teachers of literature be preferred to teachers of music?

Presumably, if the majority considered such questions, it was decided to leave the entire business to the unfettered discretion of the Commissioner of Education.

Republican members did suggest an addition that would help alleviate a serious problem of academic disadvantage—institutes for teachers of remedial reading. A 1963 amendment added teachers who teach English to children whose primary language is not English. This one further step would permit a full-scale attack on a fundamental cause of academic failure. Unfortunately, the suggestion was rejected.

5. Increased costs

This bill, in 2 years, would virtually double the fiscal 1965 expenditure budgeted for the National Defense Education Act, with an addition of over \$250 million annually. Moreover, it would add an undetermined amount in fiscal 1965 which has not been budgeted.

This is fiscal irresponsibility. It epitomizes the Johnson administration's reckless and cynical disregard of its own budget, even in the face of an \$8 billion deficit. If the President and his appointed officials lack the will or judgment even to attempt to eliminate huge and continued budget deficits, the Congress should exercise its own discretion.

CONCLUSION

We have other objections and reservations concerning details of this bill. Our main concern, however, is to prevent the National Defense Education Act from becoming a vast grab bag of Federal education funds, unrelated in its parts and having no particular connection with fundamental national interest. I am also determined that this act shall not become a vehicle for general and complete Federal intervention in American education. That is the direction which appears to be taken by this bill.

H.R. 11904 has some commendable features, such as the consolidation of Federal student loan funds. We are convinced that a 2-year extension of the act, with perfecting amendments, could be approved with strong bipartisan support. We regret the imprudence in rejecting this course of action.

ALBERT H. QUIE.
CHAS. GOODELL.

INDIVIDUAL VIEWS OF ALBERT H. QUIE

In addition to the foregoing views, I wish to expressly oppose the inclusion in this bill of authorization for a Capitol Page School and residence.

I recognize that the existing educational and boarding arrangements for the Capitol pages are unsatisfactory, but in my judgment the entire page system is unsatisfactory, and the construction of a residential school would tend to perpetuate the system.

The difficulty is simply that congressional and Supreme Court page boys are too young, and we are ill advised to attempt to assume responsibility for the education and supervision of high school age youngsters. If the minimum age, or alternatively, the minimum educational attainment, of pages were raised so that we were dealing only with high school graduates, there would be no need for a Capitol page school and residence.

Accordingly, I prefer to see us change the page system. Most of such personnel as the Capitol Police and elevator operators, as well as many congressional office personnel, are college students attending local colleges and universities. I believe that our pages should be recruited from the same age group. Service as a page should be very useful and informative work for college students, particularly those interested in government and law.

For these reasons, I oppose title XII of this bill.

ALBERT H. QUIE.

ADDITIONAL MINORITY VIEWS

In the 1958 Senate Committee on Labor and Public Welfare report on the original National Defense Education Act, Senator Barry Goldwater expressed his views as follows;

This bill and the foregoing remarks of the majority remind me of an old Arabian proverb: "If the camel once get his nose in the tent, his body will soon follow."

If adopted, the legislation will mark the inception of aid, supervision, and ultimately control of education in this country by Federal authorities.

This bill represents a considerable part of the body of the camel of Federal control of education; it would begin the conversion of the act into a program of general Federal aid and supervision of education. It would do so on a piecemeal, crazy quilt basis which threatens to do irreparable damage to the most successful provision of the act—the college student loan fund.

The most charitable thing to be said for major parts of this bill is that they make little sense. A glaring example is the new provision for institutes for teachers of "disadvantaged youth," which does not even define "disadvantaged" so as to make clear what kind of disadvantage (academic, physical, mental, social, economic, etc.) is meant. In practice, and under some definition formulated by the Federal bureaucrats, it would mean preferential treatment for some teachers, even within a single school district.

The "forgiveness" feature in the student loan fund, which now applies only to elementary and secondary school teachers, is extended to cover a great many others. There is serious question that the present forgiveness is at all wise, since it means that the loan fund could never become a permanent revolving fund, and that certain borrowers are preferred over others without regard to the needs of the individuals. It seems unwise, at best, to have the Federal Government channeling college students into certain occupations or professions, however great the needs may be.

But who would benefit from the expanded forgiveness clause in this bill? Why, among others, personnel who work in poverty projects paid for by the Federal Government. The principle is now to be used as a Federal recruitment program, which seems completely unjustified from any point of view.

The national student loan program is too important to hundreds of thousands of college students to be tinkered with and distorted in this fashion.

Other sections of the bill threaten to do real damage to the fellowship program and, in the process, to graduate education. The attempt to expand the number of fellowships by more than six times in a 2-year period completely ignores the realities of graduate education in this country. The vastly increased number of Ph. D. candidates could be

absorbed only at the expense of quality in graduate education, a result that should be avoided at all costs.

The fellowship program would be further weakened by minimizing the requirement that awards be made only in new or expanded graduate programs, and by eliminating any reference to geographical spread in the program. The whole justification for National Defense Education Act graduate fellowships—to broaden the base of graduate education in order to meet future manpower needs for Ph. D.'s—is thereby written out of the act by this bill.

The new purpose is simply to have the Federal Government pay for the greater part of all graduate work toward a Ph. D. This is undertaken despite the fact that Federal expenditures in support of graduate education now exceed \$100 million annually.

Finally, the cost of this proposal is exorbitant in the extreme; in fiscal 1967 it would add \$259 million in authorizations, virtually doubling the cost of the act.

Whether or not one accepts the basic premises of the National Defense Education Act in its entirety, it is clear that this bill should not be enacted. Every effort should be made to keep this act on a sound basis, so that it is carefully directed to the purposes for which the Congress intended it.

This bill is not carefully considered. It would convert the act into an educational pork barrel, dangerously enlarge the role of the Federal Government in education, and damage education in the process.

DONALD C. BRUCE.

JOHN M. ASHBROOK.

M. G. (Gene) SNYDER.

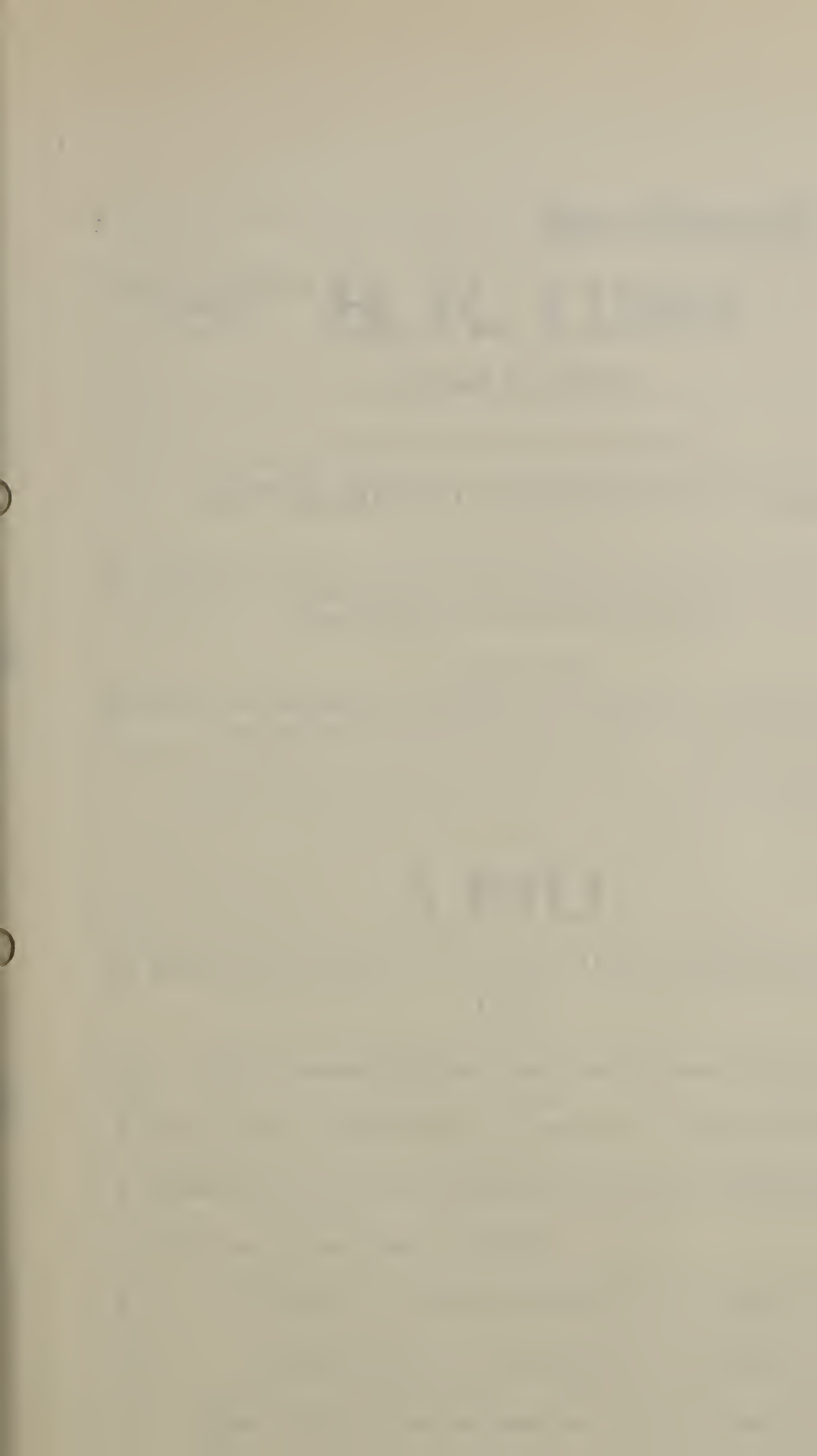
PAUL FINDLEY.

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Union Calendar No. 727

88TH CONGRESS
2D SESSION

H. R. 11904

[Report No. 1639]

IN THE HOUSE OF REPRESENTATIVES

JULY 2, 1964

Mrs. GREEN of Oregon introduced the following bill; which was referred to the Committee on Education and Labor

JULY 30, 1964

Reported with amendments, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Omit the part struck through and insert the part printed in italic]

A BILL

To amend and extend the National Defense Education Act of 1958.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That this Act may be cited as the "National Defense Educa-
4 tion Act Amendments, 1964".

5 TITLE I—AMENDMENTS OF TITLE I

6 AMENDMENT OF STATEMENT OF FINDINGS

7 *SEC. 101. The second sentence of the second paragraph*
8 *of section 101 of the National Defense Education Act of*
9 *1958 is amended by striking out "which have led to an*
10 *insufficient proportion of our population educated in science,*

1 *mathematics, and modern foreign language and trained in*
2 *technology*'.

3 SCHOOLS OF NURSING

4 SEC. ~~101~~ 102. The second sentence of section 103 (b)
5 of the National Defense Education Act of 1958 is amended
6 by inserting before the period at the end thereof the follow-
7 ing: “, and includes any school of nursing as defined in
8 subsection (l) of this section”.

9 ADDITIONAL DEFINITIONS

10 SEC. ~~102~~ 103. Section 103 of such Act is amended
11 by adding at the end thereof the following:

12 “(l) The term ‘school of nursing’ means a public or
13 other nonprofit collegiate, associate degree, or diploma school
14 of nursing.

15 “(m) The term ‘collegiate school of nursing’ means a
16 department, division, or other administrative unit in a college
17 or university which provides primarily or exclusively an
18 accredited program of education in professional nursing and
19 allied subjects leading to the degree of bachelor of arts,
20 bachelor of science, bachelor of nursing, or to an equivalent
21 degree, or to a graduate degree in nursing.

22 “(n) The term ‘associate degree school of nursing’
23 means a department, division, or other administrative unit in
24 a junior college, community college, college, or university
25 which provides primarily or exclusively an accredited two-

1 year program of education in professional nursing and allied
2 subjects leading to an associate degree in nursing or to an
3 equivalent degree.

4 “(o) The term ‘diploma school of nursing’ means a
5 school affiliated with a hospital or university, or an inde-
6 pendent school, which provides primarily or exclusively an
7 accredited program of education in professional nursing and
8 allied subjects leading to a diploma or to equivalent indicia
9 that such program has been satisfactorily completed.

10 “(p) The term ‘accredited’ when applied to any pro-
11 gram of nurse education means a program accredited by a
12 recognized body or bodies approved for such purpose by the
13 Commissioner of Education.”

14 TITLE II—AMENDMENTS OF TITLE II

15 APPROPRIATIONS AUTHORIZED

16 SEC. 201. The first sentence of section 201 of the Na-
17 tional Defense Education Act of 1958 is amended by striking
18 out “and \$135,000,000 for the fiscal year ending June 30,
19 1965, and such sums for the fiscal year ending June 30,
20 1966, and each of the next three fiscal years as may be
21 necessary to enable students who have received loans for
22 school years ending prior to July 1, 1965, to continue or
23 complete their education” and inserting in lieu thereof
24 “\$163,300,000 for the fiscal year ending June 30, 1965,
25 \$179,300,000 for the fiscal year ending June 30, 1966,

1 and \$200,000,000 for the fiscal year ending June 30, 1967,
2 and such sums for the fiscal year ending June 30, 1968, and
3 each of the next three fiscal years as may be necessary to
4 enable students who have received loans for school years
5 ending prior to July 1, 1967, to continue or complete their
6 education”.

7 **ALLOTMENTS TO STATES**

8 **SEC. 202.** Section 202 of the National Defense Educa-
9 tion Act of 1958 (20 U.S.C. 422) is amended by striking
10 out “1965” wherever it appears therein and inserting in lieu
11 thereof “1967”.

12 **PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS**

13 **SEC. 203.** Effective with respect to fiscal years begin-
14 ning after June 30, 1964, section 203 of the National De-
15 fense Education Act of 1958 is further amended by striking
16 out subsection (b) and by striking out “(a)” after “SEC.
17 203.”.

18 **CONDITIONS OF AGREEMENTS**

19 **SEC. 204.** (a) Paragraph (4) of section 204 of the
20 National Defense Education Act of 1958 is amended to read
21 as follows:

22 “(4) provide that in the selection of students to
23 receive loans from such student loan fund special con-
24 sideration shall be given to students with a superior
25 academic background;”.

1 (b) The amendment made by subsection (a) of this
2 section shall apply to the selection of students under title II
3 of the National Defense Education Act of 1958 made in or
4 after the second month following the month in which this
5 Act is enacted.

6 TERMS OF LOANS

7 SEC. 205. (a) Subsection (a) of section 205 of the
8 National Defense Education Act of 1958 is amended to read
9 as follows:

10 “(a) The total of the loans for any academic year or its
11 equivalent, as determined under regulations of the Commis-
12 sioner, made by institutions of higher education from loan
13 funds established pursuant to agreements under this title may
14 not exceed \$2,500 in the case of any graduate or professional
15 student (as defined in regulations of the Commissioner)
16 and may not exceed \$1,000 in the case of any other student.
17 The aggregate of the loans for all years from such funds may
18 not exceed \$10,000 in the case of any graduate or profes-
19 sional student (as so defined, and including any loans from
20 such funds made to such person before he became a graduate
21 or professional student), or \$5,000 in the case of any other
22 student.”

23 (b) (1) Subparagraph (1) (C) of subsection (b) of
24 such section 205 is amended by striking out “either as an
25 undergraduate or graduate student” and inserting in lieu

1 thereof “as an undergraduate, graduate, or professional
2 student”.

3 (2) Paragraph (2) of such subsection (b) of such
4 section 205 is amended by striking out “and (D)” and
5 inserting in lieu thereof the following: “(D) the institution
6 may provide that periodic installments need not be paid dur-
7 ing any period or periods, aggregating not in excess of three
8 years, during which the borrower is in part-time attendance
9 at an institution of higher education taking courses which
10 are creditable toward a degree, and may also provide that
11 any such period shall not be included in determining the ten-
12 year period during which the repayment must be completed,
13 but interest shall continue to accrue during any such period,
14 and (E)”.

15 (3) Subparagraph (3) of such subsection (b) of such
16 section 205 is amended to read as follows:

17 “(3) not to exceed 50 per centum of any such loan
18 (plus interest) shall be cancelled for service as a full-
19 time (A) teacher in a public or other nonprofit ele-
20 mentary or secondary school in a State, in an institution
21 of higher education, or in an elementary or secondary
22 school overseas of the Armed Forces of the United
23 States; (B) professional social worker for a public wel-
24 fare agency or a nonprofit private organization; (C)
25 social worker, teacher, registered nurse, or counselor on

1 a Federal, State, or local project designed to eliminate
2 poverty and carried on under the provisions of the 'Eco-
3 nomic Opportunity Act of 1964' at the rate of 10 per
4 centum of the amount of such loan plus interest thereon,
5 which was unpaid on the first day of such service for
6 each complete academic year of such service in the case
7 of teachers referred to in clause (A), and for each
8 twelve-month period in the case of persons referred to
9 in clauses (B) or (C)."

10 (4) Paragraph (4) of subsection (b) of such section
11 205 is amended by inserting immediately before the semi-
12 colon at the end thereof the following: "in all cases except
13 where the date on which repayment is to begin is suspended
14 by reason of clause (D) of paragraph (2)".

15 (c) The amendment made by subsection (a) shall
16 apply for purposes of determining the amount of any loans
17 under title II of the National Defense Education Act of
18 1958 for academic years beginning after the date of enact-
19 ment of this Act. The amendments made by paragraphs (2)
20 and (4) of subsection (b) shall apply to any loan (under
21 an agreement under title II of the National Defense Educa-
22 tion Act of 1958) outstanding on the date of enactment of
23 this Act only with the consent of the institution which made
24 the loan. The amendment made by paragraph (3) of sub-
25 section (b) shall apply with respect to service described in

1 clause (A) of section 205 (b) (3) of the National Defense
2 Education Act of 1958 performed during academic years
3 beginning after the enactment of this Act, and shall apply
4 with respect to service described in clause (B) or (C) of
5 section 205 (b) (3) of such Act performed after the date of
6 enactment of this Act, whether the loan was made before
7 or after such enactment.

8 DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

9 SEC. 206. Section 206 of the National Defense Educa-
10 tion Act of 1958 (20 U.S.C. 426) is amended by striking
11 out "1969" wherever it appears therein and inserting in lieu
12 thereof "1971".

13 COORDINATION OF STUDENT LOAN PROGRAMS

14 SEC. 207. (a) The amendment made by subsection (b)
15 is enacted by the Congress in recognition of the fact that
16 good administration requires that, in administering feder-
17 ally assisted student-loan programs, the institutions of higher
18 education should not be required to deal with more than one
19 Federal agency, and that such programs should be admin-
20 istered in as nearly uniform a manner as is reasonably
21 practicable.

22 (b) Section 209 of the National Defense Education Act
23 of 1958 is amended by redesignating subsections (a) and
24 (b) as "(f)" and "(g)", respectively, and by inserting
25 immediately after "SEC. 209." the following:

1 “(a) The Secretary shall vest responsibility for the
2 administration of all student-loan programs carried on, or
3 assisted, by the Department of Health, Education, and
4 Welfare in a single officer of such Department.

5 “(b) The maximum loan which may be made during
6 an academic year, or its equivalent, to a graduate or profes-
7 sional student under any student-loan program carried on or
8 assisted by any department or agency of the United States
9 shall, notwithstanding any other provision of law, be \$2,500.

10 “(c) After June 30, 1965, except as provided in sub-
11 section (d), an institution of higher education may not par-
12 ticipate in the student loan program under this Act, if at the
13 same time such institution is participating in any other
14 student loan program carried on or assisted by the Depart-
15 ment of Health, Education, and Welfare, with the exception
16 of the loan program administered under the Migration and
17 Refugee Assistance Act of 1962.

18 “(d) An institution of higher education may, upon notice
19 to the Secretary, discontinue its participation in any student-
20 loan program carried on or assisted by the Department of
21 Health, Education, and Welfare in preparation for beginning
22 its participation in a different student-loan program. The
23 Secretary shall provide by regulations (which shall be bind-
24 ing on the institution) for the discontinuation of such student-

1 loan program upon the receipt of such notice and for the
2 distribution of the assets of the student-loan fund thereof.
3 Such regulations shall provide—

4 “(1) that the discontinuation of the program and
5 the distribution of assets from the student-loan fund will
6 be carried on at a rate, and in a manner, which will
7 insure that students who received loans under the pro-
8 gram to be discontinued, will be able to receive such
9 loans under such program as may be necessary to enable
10 them to continue or complete their education, and

11 “(2) that the assets of the student-loan fund, and
12 repayments of loans made therefrom, will be equitably
13 divided between the institution of higher education and
14 the United States.

15 “(e) If, on the date of enactment of the National De-
16 fense Education Act Amendments, 1964, an institution of
17 higher education is participating in a student-loan program
18 both under this Act and under another Act, it shall notify
19 the Secretary before July 1, 1965, as to which of such
20 student-loan programs it elects to participate in in the future.
21 Thereupon the Secretary shall provide for the discontinuance
22 of the other student-loan program (and the distribution of its
23 student-loan fund) in the same manner as provided for dis-
24 continuance of student-loan programs (and distribution of
25 their student-loan funds) under the preceding subsections.”

TITLE III—AMENDMENTS OF TITLE III

APPROPRIATIONS AUTHORIZED

SEC. 301. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

“APPROPRIATIONS AUTHORIZED

“SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the eight succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment (suitable for use in providing education in science, mathematics, history, geography, modern foreign language, and English), but excluding supplies which are consumed in use, and for minor remodeling described in paragraph (1) of section 303 (a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and each of the eight succeeding fiscal years for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303 (a).”

ALLOTMENTS TO STATES

SEC. 302. (a) The second sentence of subsection (a) (2) of section 302 of the National Defense Education Act of 1958 is amended by striking out “as soon as possible after the enactment of this Act, and again between July 1

1 and August 31 of 1959” and inserting in lieu thereof “be-
2 tween July 1 and August 31 of each even-numbered year
3 beginning with calendar year 1964”.

4 (b) The third sentence of such subsection is amended
5 to read as follows: “Each such promulgation shall be con-
6 clusive for each of the two fiscal years in the period July 1
7 next succeeding such promulgation, except that the ratios
8 promulgated in 1959 shall be conclusive for each of the five
9 fiscal years in the period beginning July 1, 1960, and ending
10 June 30, 1965.”

11 (c) Effective with respect to allotments under subsec-
12 tion (b) of section 302 of such Act for fiscal years beginning
13 after June 30, 1964, the third sentence of such subsection
14 is amended by striking out “\$20,000” wherever it appears
15 therein and inserting in lieu thereof “\$50,000”.

16 STATE PLANS

17 SEC. 303. (a) Clause (A) of section 303 (a) (1) of the
18 National Defense Education Act of 1958 is amended to read
19 as follows: “(A) acquisition of laboratory and other special
20 equipment (other than supplies consumed in use), includ-
21 ing audiovisual materials and equipment and printed and
22 published materials (other than textbooks), suitable for use
23 in providing education in science, mathematics, history, geog-
24 raphy, modern foreign language, or English in public
25 elementary or secondary schools, or both, and of testgrading

1 equipment for such schools and specialized equipment for
2 audiovisual libraries serving such schools, and”.

3 (b) Paragraph (5) of section 303 (a) is amended by
4 striking out “and modern foreign languages” and inserting
5 in lieu thereof “history, geography, modern foreign lan-
6 guages, and English”.

7 PAYMENTS TO STATES

8 SEC. 304. The second sentence of subsection (b) of sec-
9 tion 304 of such Act is amended by striking out “five” and
10 inserting in lieu thereof “seven”.

11 INTEREST RATES

12 SEC. 305. Paragraph (3) of subsection (b) of section
13 305 of such Act is amended by striking out “as of the last day
14 of the month” and inserting in lieu thereof the following:
15 “as computed at the end of the fiscal year next”.

16 TITLE IV—FELLOWSHIPS

17 SEC. 401. Effective July 1, 1964, section 402 (a) of the
18 National Defense Education Act of 1958 is amended to read
19 as follows:

20 “NUMBER OF FELLOWSHIPS

21 “SEC. 402. (a) During the fiscal year ending June 30,
22 1965, the Commissioner is authorized to award not to exceed
23 five thousand fellowships to be used for study in graduate
24 programs at institutions of higher education, during the fiscal

1 year ending June 30, 1966, he is authorized to award not to
2 exceed seven thousand five hundred such fellowships, and
3 during the fiscal year ending June 30, 1967, he is authorized
4 to award not to exceed ten thousand such fellowships. Such
5 fellowships may be awarded for such period of study as the
6 Commissioner may determine, but not in excess of three
7 academic years, except that where a fellowship holder pur-
8 sues his studies as a regularly enrolled student at the institu-
9 tion during periods outside the regular sessions of the grad-
10 uate program of the institution, a fellowship may be awarded
11 for a period not in excess of three calendar years.”

12 AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

13 SEC. 402. (a) The first sentence of subsection (a) of
14 section 403 of the National Defense Education Act of 1958
15 is amended to read as follows: “Of the total number of
16 fellowships authorized by section 402 (a) to be awarded
17 during a fiscal year (1) not less than one-third of such
18 fellowships awarded during the fiscal years ending June
19 30, 1965, and June 30, 1966, and not less than 2,500 for
20 each fiscal year thereafter, shall be awarded to individuals
21 accepted for study in graduate programs approved by the
22 Commissioner under this section, and (2) the remainder
23 shall be awarded on such bases as he may determine, sub-
24 ject to the provisions of subsection (c).” The second sen-
25 tence of subsection (a) of such section is amended by striking

1 out “, and” at the end of clause (2) and inserting in lieu
2 thereof a period, and by striking out clause (3) thereof.

3 (b) Section 403 (b) of such Act is amended by striking
4 out “under this title” and inserting in lieu thereof “as
5 described in clause (1) of subsection (a)”, and by inserting
6 before the period at the end thereof the following: “, and
7 the Commissioner shall give consideration to such objective
8 in determining the number of fellowships awarded under this
9 title for attendance at any one institution of higher educa-
10 tion”.

11 (c) Section 403 of such Act is further amended by add-
12 ing at the end thereof the following new subsections:

13 “(c) Recipients of fellowships under this title shall be
14 persons who are interested in teaching, or continuing to
15 teach, in institutions of higher education and are pursuing,
16 or intend to pursue, a course of study leading to a degree
17 of doctor of philosophy or an equivalent degree.

18 “(d) No fellowship shall be awarded under this title
19 for study at a school or department of divinity. For the
20 purposes of this subsection, the term ‘school or department
21 of divinity’ means an institution or department or branch of
22 an institution, whose program is specifically for the education
23 of students to prepare them to become ministers of religion or
24 to enter upon some other religious vocation or to prepare
25 them to teach theological subjects.”

1 (d) The amendments made by this section shall become
2 effective July 1, 1964.

3 FELLOWSHIP STIPENDS

4 SEC. 403. Section 404 (a) of the National Defense Edu-
5 cation Act of 1958 is amended (1) by striking out “aca-
6 demic year of study after the baccalaureate degree” and
7 inserting in lieu thereof “year of study”, and (2) by adding
8 at the end thereof the following: “Where a person awarded
9 a fellowship under this title for study at an institution of
10 higher education pursues his studies as a regularly enrolled
11 student at such institution during periods outside of the reg-
12 ular sessions of the graduate program of the institution, the
13 Commissioner may make appropriate adjustments in his sti-
14 pends and allowances for dependents.”

15 TITLE V—GUIDANCE, COUNSELING, AND TEST- 16 ING; IDENTIFICATION AND ENCOURAGE- 17 MENT OF ABLE STUDENTS

18 APPROPRIATIONS AUTHORIZED

19 SEC. 501. Section 501 of the National Defense Educa-
20 tion Act of 1958 is amended by striking out “and \$17,500,-
21 000 each for the fiscal year ending June 30, 1964, and the
22 succeeding fiscal year,” and inserting in lieu thereof
23 “\$17,500,000 for the fiscal year ending June 30, 1964,
24 \$25,000,000 for the fiscal year ending June 30, 1965,

1 \$25,500,000 for the fiscal year ending June 30, 1966, and
2 \$32,500,000 for the fiscal year ending June 30, 1967.”.

3 STATE PLANS

4 SEC. 502. Paragraphs (1) and (2) of section 503 (a)
5 of the National Defense Education Act of 1958 are amended
6 to read as follows:

7 “(1) a program for testing students in the public
8 elementary and secondary schools of such State or in the
9 public junior colleges and technical institutes of such
10 State, and, if authorized by law, in other elementary
11 and secondary schools and in other junior colleges and
12 technical institutes in such State, to identify students
13 with outstanding aptitudes and ability, and the means
14 of testing which will be utilized in carrying out such
15 program; and

16 “(2) a program of guidance and counseling in the
17 public elementary or secondary schools or public junior
18 colleges or technical institutes of such State (A) to
19 advise students of courses of study best suited to their
20 ability, aptitudes, and skills, (B) to advise students in
21 their decisions as to the type of educational program they
22 should pursue, the vocation they should train for and
23 enter, and the job opportunities in the various fields, and

1 (C) to encourage students with outstanding aptitudes
 2 and ability to complete their secondary school education,
 3 take the necessary courses for admission to institutions of
 4 higher education, and enter such institutions.”

5 PAYMENTS TO STATES

6 SEC. 503. (a) Section 504 (a) of the National Defense
 7 Education Act of 1958 is amended by striking out “five” and
 8 inserting in lieu thereof “seven”.

9 (b) Section 504 (b) of such Act is amended by striking
 10 out “, who are not below grade 7,” and by striking out “six”
 11 and inserting in lieu thereof “eight”, and by inserting after
 12 “schools” the first time it appears the following: “, or
 13 in junior colleges and technical institutes,”.

14 JUNIOR COLLEGES AND TECHNICAL INSTITUTES

15 SEC. 504. Title V of the National Defense Education Act
 16 of 1958 is amended by inserting after section 504 the follow-
 17 ing new section:

18 “DEFINITIONS

19 “SEC. 505. For the purposes of this title, the term
 20 ‘junior colleges or technical institutions’ means (1) institu-
 21 tions of higher education which are organized and admin-
 22 istered principally to provide a two-year program which is
 23 acceptable for full credit toward a bachelor’s degree, and
 24 (2) institutions which meet the requirements of clauses
 25 (1), (2), (4), and (5) of section 103 (b) and are orga-

1 nized and administered principally to provide a two-year
2 program in engineering, mathematics, or the physical or
3 biological sciences which is designed to prepare the student
4 to work as a technician and at a semiprofessional level in
5 engineering, scientific, or other technological fields which
6 require the understanding and application of basic engineer-
7 ing, scientific, or mathematical principles or knowledge, and,
8 if a branch of an institution of higher education offering four
9 or more years of higher education, is located in a community
10 different from that in which its parent institution is located.”

11 REPEALER

12 SEC. 505. Title V of the National Defense Education
13 Act of 1958 is amended by striking out the heading “Part
14 A—State Programs”, and by striking out part B thereof.

15 TECHNICAL AMENDMENT

16 SEC. 506. Sections 501, 503, and 504 of the National
17 Defense Education Act of 1958 are each amended by strik-
18 ing out “part” and inserting in lieu thereof “title”.

19 TITLE VI—LANGUAGE DEVELOPMENT

20 EXTENSION OF TITLE

21 SEC. 601. (a) Section 601 of the National Defense
22 Education Act of 1958 is amended by striking out “1965”
23 wherever it appears therein and inserting in lieu thereof
24 “1967”.

1 (b) Section 603 of such Act is amended to read as
2 follows:

3 “APPROPRIATIONS AUTHORIZED

4 “SEC. 603. There are hereby authorized to be appro-
5 priated \$8,000,000 for the fiscal year ending June 30, 1964,
6 \$13,000,000 for the fiscal year ending June 30, 1965,
7 \$14,000,000 for the fiscal year ending June 30, 1966, and
8 \$16,000,000 for the fiscal year ending June 30, 1967, to
9 carry out the provisions of this title.”

10 REPEALER

11 SEC. 602. Effective July 1, 1964, title VI of the Na-
12 tional Defense Education Act of 1958 is amended by striking
13 out the center heading “Part A—Centers and Research and
14 Studies” and by striking out part B thereof.

15 TITLE VII—UTILIZATION OF TELEVISION, RA-
16 DIO, MOTION PICTURES, AND RELATED
17 MEDIA FOR EDUCATIONAL PURPOSES

18 EXTENSION OF PROGRAM

19 SEC. 701. Section 763 of the National Defense Educa-
20 tion Act of 1958 is amended by striking out “six succeeding
21 fiscal years” and inserting in lieu thereof “eight succeeding
22 fiscal years”.

23 TITLE VIII—MISCELLANEOUS

24 STATE ADMINISTRATION

25 SEC. 801. (a) Subparagraph (2) of section 1004 (a)
26 of the National Defense Education Act of 1958 is amended

1 by inserting before the semicolon “and will keep such records
2 and afford such access thereto as the Commissioner may find
3 necessary to assure the correctness and verifications of such
4 reports”.

5 (b) Subparagraph (3) of such section 1004 (a) is
6 amended by inserting before the period at the end thereof
7 “(including such funds paid by the State to the local educa-
8 tional agencies)”.

9 EXTENSION OF STATISTICAL SERVICES PROGRAM

10 SEC. 802. Section 1009 (a) of the National Defense
11 Education Act of 1958 is amended by striking out “six” and
12 inserting in lieu thereof “eight”.

13 TITLE IX—ADDITIONAL TITLES

14 SEC. 901. (a) The National Defense Education Act of
15 1958 is amended by adding at the end thereof the following
16 new titles:

17 “TITLE XI—INSTITUTES

18 “AUTHORIZATION OF INSTITUTES

19 “SEC. 1101. There are authorized to be appropriated
20 \$35,000,000 for the fiscal year ending June 30, 1965, and
21 each of the two succeeding fiscal years, to enable the Com-
22 missioner to arrange, through grants or contracts, with col-
23 leges and universities for the operation by them of short-
24 term or regular session institutes for advanced study, includ-
25 ing study in the use of new materials, to improve the
26 qualification of individuals—

1 “(1) who are engaged, or are teachers preparing
2 to engage, in the elementary or secondary schools or in
3 institutions of higher education (which, for purposes of
4 this section shall include junior colleges and technical
5 institutes as defined in section 505), as counseling and
6 guidance personnel, or

7 “(2) who are engaged in or preparing to engage in
8 the teaching, or supervising or training of teachers, of
9 history, geography, modern foreign languages, English,
10 or of disadvantaged youth, in elementary or secondary
11 schools: *schools, or*

12 “(3) who are engaged as library personnel in the
13 elementary or secondary schools, or as supervisors of
14 such personnel.

15 "STIPENDS

16 “SEC. 1102. Each individual who attends an institute
17 operated under the provisions of this title shall be eligible
18 (after application therefor) to receive a stipend at the rate
19 of \$75 per week for the period of his attendance at such
20 institute, and each such individual with one or more depend-
21 ents shall receive an additional stipend at the rate of \$15
22 per week for each such dependent.

23 "TITLE XII—CAPITOL PAGE SCHOOL

24 “SEC. 1201. (a) There is hereby created a Capitol
25 Page Facilities Board (hereinafter referred to as the

1 'Board'), which shall be composed of two Senators, to
2 be appointed by the President pro tempore of the Senate, two
3 Members of the House of Representatives, to be appointed
4 by the Speaker, and one Justice of the Supreme Court to
5 be appointed by the Chief Justice of the United States. One
6 of the members of the Board shall be a member of the Com-
7 mittee on Labor and Public Welfare of the Senate, and one
8 of the members shall be a member of the Committee on
9 Education and Labor of the House of Representatives.

10 “(b) The Board is authorized and directed to provide
11 for the construction of a Capitol Page School located as near
12 as practicable to the Capitol, which will offer residence, edu-
13 cational, dining, recreational, and physical training facilities
14 for pages employed by the Senate, the House of Representa-
15 tives, and the Supreme Court.

16 “(c) The Board shall appoint one or more persons of
17 mature years to be responsible for the maintenance of the
18 Capitol Page School and the operation of the residential,
19 dining, and recreational facilities of such school, under rules
20 made by the Board.

21 “(d) (1) Each page employed by the Senate, the
22 House of Representatives, or the Supreme Court shall be
23 required to reside at the Capitol Page School upon com-
24 pletion of its construction while the Senate, the House
25 of Representatives, or the Supreme Court, as the case

1 may be, is in session and during all periods when he is
 2 entitled to receive compensation as a page, unless he is
 3 authorized by the Board to reside elsewhere.

4 “(2) Any page employed by the Senate, the House of
 5 Representatives, or the Supreme Court, may, with the ap-
 6 proval of the Board, reside at the Capitol Page School dur-
 7 ing such times as the Senate, the House of Representatives,
 8 or the Supreme Court, as the case may be, is in recess or
 9 adjournment, if he was entitled to reside at such school
 10 during the session of the Senate, the House, or the Supreme
 11 Court immediately preceding such recess or adjournment or
 12 if he has been appointed as a page subsequent to the end of
 13 such session.

14 “(e) The Board shall establish such rates and fees for
 15 residing at the Capitol Page School as it deems necessary.

16 ~~“(f)(1) There are authorized to be appropriated such~~
 17 ~~sums as may be necessary for the construction and mainte-~~
 18 ~~nance of the Capitol Page School.~~

19 “(f)(1) *There is hereby authorized to be appropriated*
 20 *for the construction of the Capitol Page School the sum of:*
 21 *\$1,000,000.*

22 “(2) There are authorized to be appropriated such funds
 23 as may be necessary for the operation *and maintenance* of
 24 the residential, dining, and recreational facilities of the Capi-
 25 tol Page School, to be disbursed by the Secretary of the

1 Senate on vouchers signed by a member of the Board desig-
 2 nated by it for such purpose.”

3 TITLE X—AMENDMENTS OF TABLE OF CONTENTS

4 SEC. 1001. The table of contents of the National Defense
 5 Education Act of 1958 is amended—

6 (1) by striking out

“PART A—STATE PROGRAMS”;

7 (2) by inserting after

“Sec. 504. Payments to States.”

8 the following:

“Sec. 505. Definitions.”

9 (3) by striking out

“PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

“Sec. 511. Authorization.”;

10 (4) by striking out

“PART A—CENTERS AND RESEARCH AND STUDIES”;

11 (5) by striking out

“PART B—LANGUAGE INSTITUTES

“Sec. 611. Authorization.”;

12 (6) by inserting at the end thereof the following:

“TITLE XI—INSTITUTES

“Sec. 1101. Authorization of institutes.

“Sec. 1102. Stipends.

“TITLE XII—CAPITOL PAGE SCHOOL”

88TH CONGRESS
2D Session

H. R. 11904

[Report No. 1639]

A BILL

To amend and extend the National Defense
Education Act of 1958.

By Mrs. GREEN of Oregon

JULY 2, 1964

Referred to the Committee on Education and Labor

JULY 30, 1964

Reported with amendments, committed to the Com-
mittee of the Whole House on the State of the
Union, and ordered to be printed

Digest of CONGRESSIONAL PROCEEDINGS

OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

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Issued August 3, 1964

For actions of July 31 & Aug. 1,
1964

88th-2nd; Nos. 147 & 148

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HIGHLIGHTS: House committee voted to report Appalachia bill. Senate passed housing bill. Senate concurred in House amendments to Senate amendments on road authorization bill. Senate discussed foreign aid authorization bill.

HOUSE - July 31

1. APPALACHIA. The Public Works Committee voted to report (but did not actually report) H. R. 11946, the Appalachian bill. p. D618
2. DEFENSE APPROPRIATION BILL, 1965. House conferees filed a conference report on this bill, H. R. 10939 (H. Rept. 1642). p. 17082

SENATE - July 31

3. INFORMATION; ADMINISTRATIVE LAW. Reconsidered and again passed with amendments S. 1666, to amend Sec. 3 of the Administrative Procedure Act so as to eliminate "loopholes" in the requirement for agency disclosure of information. pp. 17078-30

4. FOREIGN AID. Began debate on H. R. 11380, the foreign-aid authorization bill. pp. 17073-5
5. D. C. APPROPRIATION BILL, 1965. Passed with amendments this bill, H. R. 10199. Senate conferees were appointed. pp. 17021-73
6. FLOOD CONTROL. Sen. Metcalf inserted an editorial commending the flood-control program. p. 17077
7. WHEAT. Sen. Smith inserted an editorial criticizing the sale of wheat to Russia. p. 17077
8. EDUCATION. The Labor and Public Welfare Committee reported an original bill, S. 3060, to extend the National Defense Education Act for 3 years and to extend the impacted areas legislation for 2 years (S. Rept. 1275). p. 16899
9. SHIPPING. Sen. Proxmire inserted a statement by Sen. Douglas calling for strong enforcement of the Shipping Act by the Federal Maritime Commission. pp. 16908-15
10. ELECTRIFICATION. Sen. Gruening inserted a speech by Sen. Morse, "Twenty-one Years of Public Power Progress." pp. 16917-9
11. WILDERNESS. Sen. McGovern praised House passage of S. 4, the wilderness bill, and outlined the history of the bill. pp. 16919-20
12. FOOD MARKETING. Sen. Hart inserted an editorial containing "a balanced and objective analysis of the purposes and aims" of the Food Marketing Commission. p. 16928
13. MEAT IMPORTS. Sen. Javits inserted an editorial criticizing the Senate's "ill-advised capitulation" in imposing quotas on meat imports. p. 16928
14. PUBLIC DEBT. Sen. Robertson stated that "the real issue with which I hope the voters of the Nation will come to grips this fall is whether or not we shall adopt deficit financing as a permanent policy." p. 16930
15. SUBSIDIES. Sen. Thurmond inserted an article, "These Areas Want More of Your Money--Regional Subsidy Programs Offer Lure to Politicians." pp. 16931-2
16. COFFEE. Passed as reported, 58 to 27, H. R. 8864, to implement the obligations of the U. S. under the International Coffee Agreement, 1962. pp. 16946, 16952-84
17. METEOROLOGICAL SERVICES. The Commerce Committee reported without amendment S. 970, to authorize the Commerce Department to utilize funds received from State and local governments for special meteorological services (S. Rept. 1288). p. 16899
18. RECLAMATION. The Interior and Insular Affairs Committee reported with amendments S. 351, to authorize the Interior Department to construct, operate, and maintain the Auburn-Folsom south Unit, American River division, Central Valley reclamation project, Calif. (S. Rept. 1289). p. 16899
The Interior and Insular Affairs Committee reported without amendment H. R. 1892, to repeal the Pittman Act of 1919, which had provided for grants of public lands in Nev. in order to encourage reclamation of desert lands (S. Rept. 1282). p. 16899

August 1, 1964
- 3 -

Passed as reported S. 1531, to increase the appropriations authorization for the completion of the construction of the irrigation and power systems of the Flathead Indian irrigation project, Mont. p. 16948

The Interior and Insular Affairs Committee voted to report (but did not actually report) S. 1658, authorizing construction of the Central Arizona project, Ariz. and N. Mex. p. D617

19. PUBLIC WORKS APPROPRIATION BILL, 1965. A subcommittee of the Appropriations Committee approved for full committee consideration this bill, H. R. 11579. p. D617
20. LANDS. The Interior and Insular Affairs Committee voted to report (but did not actually report) H. R. 5498, authorizing sale of public lands not needed for Federal program requirements; and H. R. 3070, to establish a Public Land Law Review Commission to study existing laws and procedures relating to administration of the public lands. p. D617
21. WOOL. Passed as reported S. 1778, permitting wool products to be sold without a label whenever disclosure of wool fiber content is not necessary for the protection of the consumer. p. 16974
22. TECHNOLOGY. Passed as reported H. R. 11611, to establish a National Commission on Technology, Automation, and Economic Progress. pp. 16985-91
23. ROADS. Concurred in the House amendments to the Senate amendments on H. R. 10503, the road authorization bill. This bill will now be sent to the President. pp. 17006-7
24. HOUSING; LOANS. Passed with amendments S. 3049, the housing bill (pp. 16984-5, 16992-020). This bill includes provisions to extend certain rural housing programs (under Secs. 511, 512, 513, and 515 of the Housing Act of 1949) until October 1, 1965; authorize \$150,000,000 additional for direct housing loans administered by the Farmers Home Administration; increase from \$100,000 to \$300,000 the maximum amount of a loan which may be insured under Sec. 515 (b) for rental housing and related facilities for the elderly in rural areas; make immigrant farm laborers permanently residing in the U. S. after legal entry for permanent residence, as well as citizen farm laborers, eligible to occupy housing financed with loans under Sec. 514(f) of the Housing Act of 1949; and authorize grants for low-rent housing for domestic farm labor. Rejected, 19-64; an amendment by Sen. Tower to substitute a more limited version for the bill as reported (pp. 16999-007).

SENATE - August 1

25. FOREIGN AID. Continued debate on H. R. 11380, the foreign-aid authorization bill. pp. 17103, 17132-35
26. EDUCATION. Passed without amendment S. 3060, to amend the National Defense Education Act, including a 3-year extension of that Act, and a 2-year extension of impacted-areas education legislation. pp. 17103-19
27. METEOROLOGICAL SERVICES. Passed without amendment S. 970, to authorize the Secretary of Commerce to utilize funds received from State and local governments for special meteorological services. p. 17132

28. RESEARCH. Sen. Carlson stated that "the enormously productive agriculture of the United States today rests directly upon the research and educational effectiveness of the land-grant colleges and universities and the Department of Agriculture," and inserted an editorial on the subject. pp. 17087-8
29. ECONOMY. Sen. Humphrey inserted two articles discussing the President's optimism over economy. pp. 17090-1
30. COFFEE. Sen. Douglas called attention to the fact that coffee prices increased approximately one-half cent per pound in the day following the passage of the "coffee bill," stated that "this is only the beginning," and urged a close watch on what happens to coffee prices. p. 17136
31. RECLAMATION. Passed without amendment H. R. 1892, to repeal the Pittman Act of 1919 which had provided for grants of public lands in Nev. in order to encourage reclamation of desert lands. This bill will now be sent to the President. p. 17130
32. AJOURNED until Mon., Aug. 3. p. 17136

ITEMS IN APPENDIX

33. WILDERNESS. Extension of remarks of Rep. Fraser expressing his "unequivocal support" for the wilderness bill. pp. A4035-6
34. COTTON. Rep. Teague inserted an address by B. C. Jackson, general chairman of the 25th annual American Cotton Congress, "Cotton's Past, Present, and Future." pp. A4039-40

BILLS INTRODUCED

35. RECREATION. S. 3054, by Sen. McGee, to establish the Flaming Gorge National Recreation Area in the States of Utah and Wyoming; to Interior and Insular Affairs Committee
36. FOREIGN TRADE. S. Con. Res. 91, by Sen. Douglas, to express the sense of the Congress that the United States should, on agricultural commodities as well as other commodities, bargain and negotiate in good faith as it is pledged to do under the Reciprocal Trade Act; to Finance Committee. Remarks of author, pp. 16900-1

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COMMITTEE HEARINGS AUG. 3:

Agriculture appropriations, S. Appropriations (exec. - to mark up).
Proxmire dairy bill, H. Agriculture.
Pay bill, conferees (exec).

oOo

88TH CONGRESS
2D SESSION

S. 3060

IN THE SENATE OF THE UNITED STATES

AUGUST 1, 1964

Ordered to be printed as passed

AN ACT

To amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, Eighty-first Congress (federally affected areas).

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 TITLE I—AMENDMENTS TO NATIONAL DEFENSE

4 EDUCATION ACT OF 1958

5 PART A—LOANS TO STUDENTS IN INSTITUTIONS OF

6 HIGHER EDUCATION

7 DEFINITION AMENDMENT

8 SEC. 101. The second sentence of section 103 (b) of
9 the National Defense Education Act of 1958 is amended
10 by striking out “private” and by striking out “(3),”.

1 APPROPRIATIONS AUTHORIZED

2 SEC. 102. The first sentence of section 201 of the Na-
3 tional Defense Education Act of 1958 is amended by striking
4 out “and \$135,000,000 for the fiscal year ending June 30,
5 1965, and such sums for the fiscal year ending June 30,
6 1966, and each of the next three fiscal years as may be
7 necessary to enable students who have received loans for
8 school years ending prior to July 1, 1965, to continue or
9 complete their education” and inserting in lieu thereof
10 “\$145,000,000 for the fiscal year ending June 30, 1965,
11 \$165,000,000 for the fiscal year ending June 30, 1966,
12 \$180,000,000 for the fiscal year ending June 30, 1967, and
13 \$195,000,000 for the fiscal year ending June 30, 1968, and
14 such sums for the fiscal year ending June 30, 1969, and
15 each of the next three fiscal years as may be necessary to
16 enable students who have received loans for school years
17 ending prior to July 1, 1968, to continue or complete their
18 education”.

19 ALLOTMENTS TO STATES

20 SEC. 103. Section 202 of the National Defense Educa-
21 tion Act of 1958 is amended by striking out “1965”
22 wherever it appears therein and inserting in lieu thereof
23 “1968”.

PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

SEC. 104. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is amended by striking out subsection (b) and by striking out “(a)” after “SEC. 203.”.

CONDITIONS OF AGREEMENTS

SEC. 105. (a) Paragraph (4) (B) of section 204 of the National Defense Education Act of 1958 is amended to read as follows: “(B) other students with a superior academic background; and”.

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

TERMS OF LOANS

SEC. 106. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

“(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may

1 not exceed \$2,500 in the case of any graduate or professional
2 student (as defined in regulations of the Commissioner),
3 and may not exceed \$1,000 in the case of any other student.
4 The aggregate of the loans for all years from such funds may
5 not exceed \$10,000 in the case of any graduate or profes-
6 sional student (as so defined, and including any loans from
7 such funds made to such person before he became a graduate
8 or professional student), or \$5,000 in the case of any other
9 student.”

10 (b) (1) Paragraph (1) of subsection (b) of such sec-
11 tion 205 is amended to read as follows:

12 “(1) such a loan shall be made only to a student who
13 (A) is in need of the amount of the loan to pursue a course
14 of study at such institution, and (B) is capable, in the
15 opinion of the institution, of maintaining good standing in
16 such course of study, and (C) has been accepted for enroll-
17 ment as a student in such institution or, in the case of a
18 student already attending such institution, is in good standing
19 there either as an undergraduate, graduate, or professional
20 student, and (D) is carrying at least one-half the normal
21 full-time academic workload as determined by the institu-
22 tion;”.

23 (2) Paragraph (2) of such subsection (b) of such
24 section 205 is amended by striking out “and (D)” and

1 inserting in lieu thereof the following: “(D) the institution
2 may provide that periodic installments need not be paid dur-
3 ing any period or periods, aggregating not in excess of three
4 years, during which the borrower is in part-time attendance
5 at an institution of higher education taking courses which
6 are creditable toward a degree, and may also provide that
7 any such period shall not be included in determining the ten-
8 year period during which the repayment must be completed,
9 but interest shall continue to accrue during any such period,
10 and (E)”.

11 (3) Paragraph (3) of such subsection (b) of such sec-
12 tion 205 is amended to read as follows:

13 “(3) not to exceed 50 per centum of any such loan
14 (plus interest) shall be canceled for service as a full-
15 time teacher in a public or other nonprofit elementary
16 or secondary school in a State, in an institution of
17 higher education, or in an elementary or secondary
18 school overseas of the Armed Forces of the United
19 States, at the rate of 10 per centum of the amount
20 of such loan plus interest thereon, which was unpaid
21 on the first day of such service for each complete
22 academic year of such service.”

23 (4) Paragraph (4) of subsection (b) of such section
24 205 is amended by inserting immediately before the semi-

1 colon at the end thereof the following: "in all cases except
2 where the date on which repayment is to begin is suspended
3 by reason of clause (D) of paragraph (2)".

4 (c) The amendment made by subsection (a) shall
5 apply for purposes of determining the amount of any loans
6 under title II of the National Defense Education Act of
7 1958 for academic years beginning after the date of enact-
8 ment of this Act. The amendments made by paragraphs (2)
9 and (4) of subsection (b) shall apply to any loan (under
10 an agreement under title II of the National Defense Educa-
11 tion Act of 1958) outstanding on the date of enactment of
12 this Act only with the consent of the institution which made
13 the loan. The amendment made by paragraph (3) of sub-
14 section (b) shall apply with respect to service performed
15 during academic years beginning after the enactment of this
16 Act, whether the loan was made before or after such enact-
17 ment.

18 DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

19 SEC. 107. Section 206 of the National Defense Educa-
20 tion Act of 1958 is amended by striking out "1969"
21 wherever it appears therein and inserting in lieu thereof
22 "1972".

PART B—FINANCIAL ASSISTANCE FOR STRENGTHENING
INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN
FOREIGN LANGUAGES, AND OTHER CRITICAL SUB-
JECTS

EXTENSION OF TITLE

SEC. 111. Title III of the National Defense Education
Act of 1958 is amended by striking “TITLE III—FINAN-
CIAL ASSISTANCE FOR STRENGTHENING SCI-
ENCE, MATHEMATICS, AND MODERN FOREIGN
LANGUAGE INSTRUCTION” as it appears as the head-
ing of that title, and inserting in lieu thereof:

“TITLE III—FINANCIAL ASSISTANCE FOR
STRENGTHENING INSTRUCTION IN SCIENCE,
MATHEMATICS, MODERN FOREIGN LAN-
GUAGES, AND OTHER CRITICAL SUBJECTS”.

APPROPRIATIONS AUTHORIZED

SEC. 112. Section 301 of the National Defense Educa-
tion Act of 1958 is amended to read as follows:

“APPROPRIATIONS AUTHORIZED

“SEC. 301. There are hereby authorized to be appro-
priated \$70,000,000 for the fiscal year ending June 30,
1959, and for each of the five succeeding fiscal years, and

1 \$90,000,000 for the fiscal year ending June 30, 1965, and
2 for each of the three succeeding fiscal years, for (1) making
3 payments to State educational agencies under this title for
4 the acquisition of equipment (suitable for use in providing
5 education in science, mathematics, history, civics, geography,
6 modern foreign language, English, or remedial reading),
7 but excluding supplies which are consumed in use, and for
8 minor remodeling described in paragraph (1) of section
9 303 (a), and (2) making loans authorized in section 305.
10 There are also authorized to be appropriated \$5,000,000 for
11 the fiscal year ending June 30, 1959, and for each of the five
12 succeeding fiscal years, and \$10,000,000 for the fiscal year
13 ending June 30, 1965, and for each of the three succeeding
14 fiscal years, for making payments to State educational agen-
15 cies under this title to carry out the programs described in
16 paragraph (5) of section 303 (a).”

17 ALLOTMENTS TO STATES

18 SEC. 113. (a) The second sentence of subsection
19 (a) (2) of section 302 of the National Defense Education
20 Act of 1958 is amended by striking out “as soon as possible
21 after the enactment of this Act, and again between July 1
22 and August 31 of 1959” and inserting in lieu thereof “be-
23 tween July 1 and August 31 of each even-numbered year
24 beginning with calendar year 1964”.

25 (b) The third sentence of such subsection is amended

1 to read as follows: “Each such promulgation shall be con-
2 clusive for each of the two fiscal years in the period July 1
3 next succeeding such promulgation, except that the ratios
4 promulgated in 1959 shall be conclusive for each of the five
5 fiscal years in the period beginning July 1, 1960, and ending
6 June 30, 1965.”

7 (c) Effective with respect to allotments under subsec-
8 tion (b) of section 302 of such Act for fiscal years beginning
9 after June 30, 1964, the third sentence of such subsection
10 is amended by striking out “\$20,000” wherever it appears
11 therein and inserting in lieu thereof “\$50,000”.

12 STATE PLANS

13 SEC. 114. (a) Clause (A) of section 303 (a) (1) of the
14 National Defense Education Act of 1958 is amended to read
15 as follows: “(A) acquisition of laboratory and other special
16 equipment (other than supplies consumed in use), includ-
17 ing audiovisual materials and equipment, and printed and
18 published materials (other than textbooks), suitable for use
19 in providing education in science, mathematics, history,
20 civics, geography, modern foreign language, English, or
21 remedial reading in public elementary or secondary schools,
22 or both, and of testgrading equipment for such schools and
23 specialized equipment for audiovisual libraries serving such
24 schools, and”.

1 (b) Paragraph (5) of section 303 (a) is amended by
2 striking out “and modern foreign languages” and inserting
3 in lieu thereof “history, civics, geography, modern foreign
4 languages, English, and remedial reading”.

5 PAYMENTS TO STATES

6 SEC. 115. The second sentence of subsection (b) of sec-
7 tion 304 of such Act is amended by striking out “five” and
8 inserting in lieu thereof “eight”.

9 INTEREST RATES

10 SEC. 116. Paragraph (3) of subsection (b) of section
11 305 of such Act is amended by striking out “as of the last day
12 of the month” and inserting in lieu thereof the following:
13 “as computed at the end of the fiscal year next”.

14 PART C—FELLOWSHIPS

15 NUMBER OF FELLOWSHIPS

16 SEC. 121. Effective July 1, 1964, section 402 (a) of the
17 National Defense Education Act of 1958 is amended to read
18 as follows:

19 “NUMBER OF FELLOWSHIPS

20 “SEC. 402. (a) During the fiscal year ending June 30,
21 1965, the Commissioner is authorized to award not to exceed
22 five thousand fellowships to be used for study in graduate
23 programs at institutions of higher education, during the fiscal
24 year ending June 30, 1966, he is authorized to award not to
25 exceed seven thousand five hundred such fellowships, and

1 during each of the two succeeding fiscal years, he is author-
2 ized to award not to exceed ten thousand such fellowships.
3 Such fellowships may be awarded for such period of study
4 as the Commissioner may determine, but not in excess of
5 three academic years, except that where a fellowship holder
6 pursues his studies as a regularly enrolled student at the
7 institution during periods outside the regular sessions of the
8 graduate program of the institution, a fellowship may be
9 awarded for a period not in excess of three calendar years.”

10 AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

11 SEC. 122. (a) The first sentence of subsection (a) of
12 section 403 of the National Defense Education Act of 1958
13 is amended to read as follows: “Of the total number of
14 fellowships authorized by section 402(a) to be awarded
15 during a fiscal year (1) not less than one-third of such
16 fellowships awarded during the fiscal years ending June
17 30, 1965, and June 30, 1966, and not less than 2,500 for
18 each fiscal year thereafter, shall be awarded to individuals
19 accepted for study in graduate programs approved by the
20 Commissioner under this section, and (2) the remainder
21 shall be awarded on such bases as he may determine, sub-
22 ject to the provisions of subsection (c). The second sen-
23 tence of subsection (a) of such section is amended by striking
24 out “, and” at the end of clause (2) and inserting in lieu
25 thereof a period, and by striking out clause (3) thereof.

1 (b) Section 403 (b) of such Act is amended by striking
2 out “under this title” and inserting in lieu thereof “as
3 described in clause (1) of the first sentence in subsection
4 (a)”, and by inserting before the period at the end thereof
5 the following: “, and the Commissioner shall give consid-
6 eration to such objective in determining the number of
7 fellowships awarded under this title for attendance at any
8 one institution of higher education”.

9 (c) Section 403 of such Act is further amended by add-
10 ing at the end thereof the following new subsections:

11 “(c) Recipients of fellowships under this title shall be
12 persons who are interested in teaching, or continuing to
13 teach, in institutions of higher education and are pursuing,
14 or intend to pursue, a course of study leading to a degree
15 of doctor of philosophy or an equivalent degree.

16 “(d) No fellowship shall be awarded under this title
17 for study at a school or department of divinity. For the
18 purposes of this subsection, the term ‘school or department
19 of divinity’ means an institution or department or branch of
20 an institution, whose program is specifically for the education
21 of students to prepare them to become ministers of religion
22 or to enter upon some other religious vocation or to prepare
23 them to teach theological subjects.”

24 (d) The amendments made by this section shall become
25 effective July 1, 1964.

1 FELLOWSHIP STIPENDS

2 SEC. 123. (a) Section 404 (a) of the National Defense
3 Education Act of 1958 is amended (1) by striking out
4 “after the baccalaureate degree”, and (2) by adding at the
5 end thereof the following: “The stipend for any such person
6 for any such academic year shall, if, prior to such year, he
7 has had two or more academic years of teaching experience
8 at a college or university, be increased to the extent provided
9 in accordance with regulations of the Commissioner based on
10 the length of such experience and such other factors as the
11 Commissioner deems relevant to the objectives of this title;
12 except that the amount of such stipend for any academic
13 year of study may not exceed \$4,800 plus \$400 for each of
14 his dependents. Where a person awarded a fellowship under
15 this title for study at an institution of higher education pur-
16 sues his studies as a regularly enrolled student at such insti-
17 tution during periods outside of the regular sessions of the
18 graduate program of the institution, the Commissioner may
19 make appropriate adjustments in his stipends and allowances
20 for dependents.”

21 (b) The amendment made by this section shall apply in
22 the case of stipends and allowances under section 404 (a) of
23 such Act which are paid with respect to periods in academic
24 years beginning after the enactment of this Act.

1 PART D—GUIDANCE, COUNSELING, AND TESTING; IDEN-
2 TIFICATION AND ENCOURAGEMENT OF ABLE STU-
3 DENTS

4 APPROPRIATIONS AUTHORIZED

5 SEC. 131. Section 501 of the National Defense Educa-
6 tion Act of 1958 is amended by striking out “and \$17,500,-
7 000 each for the fiscal year ending June 30, 1964, and the
8 succeeding fiscal year,” and inserting in lieu thereof
9 “\$17,500,000 for the fiscal year ending June 30, 1964,
10 \$25,000,000 for the fiscal year ending June 30, 1965,
11 \$25,500,000 for the fiscal year ending June 30, 1966,
12 \$32,500,000 for the fiscal year ending June 30, 1967, and
13 \$37,500,000 for the fiscal year ending June 30, 1968.”.

14 STATE PLANS

15 SEC. 132. Paragraphs (1) and (2) of section 503 (a)
16 of the National Defense Education Act of 1958 are amended
17 to read as follows:

18 “(1) a program for testing students in the public
19 elementary and secondary schools of such State or in
20 the public junior colleges and technical institutes of such
21 State, and if authorized by law, in other elementary and
22 secondary schools and in other junior colleges and tech-
23 nical institutes in such State, to identify students with
24 outstanding aptitudes and ability, and the means of test-

1 ing which will be utilized in carrying out such pro-
2 gram; and

3 “(2) a program of guidance and counseling at the
4 appropriate levels in the public elementary and second-
5 ary schools or public junior colleges and technical insti-
6 tutes of such State (A) to advise students of courses of
7 study best suited to their ability, aptitudes, and skills,
8 (B) to advise students in their decisions as to the type of
9 educational program they should pursue, the vocation
10 they should train for and enter, and the job opportunities
11 in the various fields, and (C) to encourage students with
12 outstanding aptitudes and ability to complete their sec-
13 ondary school education, take the necessary courses for
14 admission to institutes of higher education, and enter
15 such institutions.”

16 PAYMENTS TO STATES

17 SEC. 133. (a) Section 504 (a) of the National Defense
18 Education Act of 1958 is amended by striking out “five” and
19 inserting in lieu thereof “eight”.

20 (b) Section 504 (b) of such Act is amended by striking
21 out “, who are not below grade 7,” and by striking out “six”
22 and inserting in lieu thereof “nine”, and by inserting after
23 “schools” the first time it appears the following: “, or
24 junior colleges or technical institutes,”.

1 JUNIOR COLLEGES AND TECHNICAL INSTITUTES

2 SEC. 134. Title V of the National Defense Education Act
3 of 1958 is amended by inserting after section 504 the follow-
4 ing new section:

5 "DEFINITIONS

6 "SEC. 505. For the purposes of this title, the term
7 'junior colleges or technical institutes' means (1) institu-
8 tions of higher education which are organized and admin-
9 istered principally to provide a two-year program which is
10 acceptable for full credit toward a bachelor's degree, and
11 (2) institutions which meet the requirements of clauses
12 (1), (2), (4), and (5) of section 103 (b) and are orga-
13 nized and administered principally to provide a two-year
14 program in engineering, mathematics, or the physical or
15 biological sciences which is designed to prepare the student
16 to work as a technician and at a semiprofessional level in
17 engineering, scientific, or other technological fields which
18 require the understanding and application of basic engineer-
19 ing, scientific, or mathematical principles or knowledge, and,
20 if a branch of an institution of higher education offering four
21 or more years of higher education, is located in a community
22 different from that in which its parent institution is located."

1 COUNSELING AND GUIDANCE TRAINING INSTITUTES

2 SEC. 135. Section 511 of such Act is amended to read
3 as follows:

4 "AUTHORIZATION

5 "SEC. 511. (a) There are hereby authorized to be ap-
6 propriated \$6,250,000 for the fiscal year ending June 30,
7 1959, \$7,250,000 for the fiscal year ending June 30, 1960,
8 and for each of the four succeeding fiscal years, and
9 \$10,000,000 for the fiscal year ending June 30, 1965, and
10 for each of the three succeeding fiscal years, to enable the
11 Commissioner to arrange, through grants or contracts, with
12 institutions of higher education for the operation by them
13 of short-term or regular session institutes for advanced study,
14 including study in the use of new materials, to improve the
15 qualification of individuals who are engaged, or are teach-
16 ers preparing to engage in counseling and guidance of stu-
17 dents in elementary or in secondary schools or in institu-
18 tions of higher education including junior colleges and tech-
19 nical institutes as defined in section 505).

20 "(b) Each individual who attends an institute operated
21 under the provisions of this part shall be eligible (after
22 application therefor) to receive a stipend at the rate of \$75

1 per week for the period of his attendance at such institute,
2 and each such individual with one or more dependents shall
3 receive an additional stipend at the rate of \$15 per week for
4 each such dependent.”

5 PART E—LANGUAGE DEVELOPMENT AND INSTITUTES FOR
6 ADVANCED STUDY IN TEACHING CERTAIN CRITICAL
7 SUBJECTS

8 EXTENSION OF TITLE

9 SEC. 141. (a) Title VI of the National Defense Educa-
10 tion Act of 1958 is amended by striking “TITLE VI—
11 LANGUAGE DEVELOPMENT” as it appears as the
12 heading of that title, and inserting in lieu thereof, “TITLE
13 VI—LANGUAGE DEVELOPMENT AND INSTITUTES
14 FOR ADVANCED STUDY IN TEACHING CER-
15 TAIN CRITICAL SUBJECTS”.

16 (b) Section 601 of the National Defense Education Act
17 of 1958 is amended by striking out “1965” wherever it ap-
18 pears therein and inserting in lieu thereof “1968”.

19 (c) Section 603 of such Act is amended to read as
20 follows:

21 “APPROPRIATIONS AUTHORIZED

22 “SEC. 603. There are hereby authorized to be appro-
23 priated \$8,000,000 for the fiscal year ending June 30, 1964,
24 \$13,000,000 for the fiscal year ending June 30, 1965,
25 \$14,000,000 for the fiscal year ending June 30, 1966, and

1 \$16,000,000 for the fiscal year ending June 30, 1967, and
2 \$18,000,000 for the fiscal year ending June 30, 1968, to
3 carry out the provisions of this part.”

4 INSTITUTES FOR ADVANCED STUDY IN TEACHING CERTAIN
5 CRITICAL SUBJECTS

6 SEC. 142. Effective July 1, 1964, part B of title VI
7 of the National Defense Education Act of 1958 is amended
8 to read as follows:

9 “PART B—INSTITUTES FOR ADVANCED STUDY IN
10 TEACHING CERTAIN CRITICAL SUBJECTS

11 “AUTHORIZATION

12 “SEC. 611. (a) There are hereby authorized to be ap-
13 propriated \$30,000,000 for the fiscal year ending June 30,
14 1965, and for each of the three succeeding fiscal years, to
15 enable the Commissioner to arrange, through grants or con-
16 tracts, with institutions of higher education for the operation
17 by them of short-term or regular session institutes for ad-
18 vanced study, including study in the use of new materials,
19 to improve the qualification of individuals who are or are
20 preparing to become school librarians or educational media
21 specialists, or who are engaged in or are preparing to engage
22 in the teaching, or supervising or training of teachers, of
23 history, civics, geography, modern foreign languages, Eng-
24 lish, or remedial reading in elementary or secondary schools.

25 “(b) Each individual who attends an institute operated

1 under the provisions of this part shall be eligible (after ap-
2 plication therefor) to receive a stipend at the rate of \$75
3 per week for the period of his attendance at such institute,
4 and each such individual with one or more dependents shall
5 receive an additional stipend at the rate of \$15 per week
6 for each such dependent.”

7 PART F—UTILIZATION OF TELEVISION, RADIO, MOTION
8 PICTURES, AND RELATED MEDIA FOR EDUCATIONAL
9 PURPOSES

10 EXTENSION OF PROGRAM

11 SEC. 151. Section 763 of the National Defense Educa-
12 tion Act of 1958 is amended by striking out “six succeeding
13 fiscal years” and inserting in lieu thereof “nine succeeding
14 fiscal years”.

15 PART G—MISCELLANEOUS

16 STATE ADMINISTRATION

17 SEC. 161. (a) Subparagraph (2) of section 1004 (a)
18 of the National Defense Education Act of 1958 is amended
19 by inserting before the semicolon “, and will keep such rec-
20 ords and afford such access thereto as are necessary to
21 assure the correctness and verification of such reports”.

22 (b) Subparagraph (3) of such section 1004 (a) is
23 amended by striking out “disbursement” and inserting in lieu
24 thereof “application”.

1 EXTENSION OF STATISTICAL SERVICES PROGRAM

2 SEC. 162. (a) Subsection (a) of section 1009 of the
3 National Defense Education Act of 1958 is amended by strik-
4 ing out "six succeeding fiscal years" and inserting in lieu
5 thereof "nine succeeding fiscal years".

6 (b) Such section 1009 is further amended by redesignig-
7 nating subsections (b), (c), and (d) as subsections (c),
8 (d), and (e), respectively, and by inserting after subsec-
9 tion (a) the following new subsection:

10 "(b) (1) From the sums appropriated pursuant to sub-
11 section (a) for any fiscal year the Commissioner shall allot
12 to each State (not including the Canal Zone, Guam,
13 American Samoa, or the Virgin Islands) \$50,000, and to
14 the Canal Zone, Guam, American Samoa, or the Virgin
15 Islands \$25,000, and from the balance then remaining shall
16 allot to each State an additional amount which bears the
17 same ratio to such balance as the school-age population of
18 such State bears to the total of the school-age populations of
19 all the States, except that of such balance no State may
20 receive an amount in excess of (A) \$125,000 or (B) 10
21 cents multiplied by the school-age population of the State,
22 whichever is the smaller. Any portion of such balance
23 which, by reason of the application of the limitations in
24 clauses (A) and (B) of the preceding sentence, remains

1 after allotments (or reallootments) have been made under
2 such sentence shall be reallootted among the States to which
3 the limitations in such clauses do not apply, in proportion
4 to the original allotments to such States under the preceding
5 sentence, but subject to the limitations in such clauses.

6 “(2) The amount of any State’s allotment under para-
7 graph (1) for any fiscal year which the Commissioner deter-
8 mines will not be required for such fiscal year for carrying
9 out programs under subsection (c) shall be available for
10 reallootment from time to time, on such dates during such
11 year as the Commissioner may fix, to other States in propor-
12 tion to the original allotments to such States under paragraph
13 (1) for such year, but with such proportionate amount for
14 any of such other States being reduced to the extent it
15 exceeds the sum the Commissioner estimates such State
16 needs and will be able to use for such programs for such year
17 and subject to the limitations in clauses (A) and (B) of
18 paragraph (1) and the total of such reductions shall be
19 similarly reallootted among the States whose proportionate
20 amounts were not so reduced. Any amount reallootted to a
21 State under this paragraph during such year shall be deemed
22 part of its allotment under paragraph (1) for such year.”

23 (C) The subsection of such section 1009 herein redesign-
24 nated as subsection (c) is amended by striking out “improv-

1 ing” in clause (1), by inserting “and maintenance” after
 2 “development” in clause (2), by striking out “improving
 3 methods for” in clause (4), and by striking out “\$50,000”
 4 and inserting in lieu thereof “its allotment for such year” in
 5 the last sentence thereof.

6 (d) The subsection of such section 1009 herein redesignig-
 7 nated as subsection (d) is amended by striking out “(1)
 8 only to the extent it is a new program or an addition to or
 9 expansion of an existing program, and (2)”, and by striking
 10 out “(d)” and inserting in lieu thereof “(e)”.

11 PART H—AMENDMENTS OF TABLE OF CONTENTS

12 TABLE OF CONTENTS

13 SEC. 171. The table of contents of the National Defense
 14 Education Act of 1958 is amended—

15 (1) by striking out

“TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATH-
 EMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION”

16 and inserting in lieu thereof

“TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN
 SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER
 CRITICAL SUBJECTS”;

17 (2) by inserting after

“Sec. 504. Payments to States.”

18 the following:

“Sec. 505. Definitions.”:

1 (3) by striking out

"TITLE VI—LANGUAGE DEVELOPMENT"

2 and inserting in lieu thereof

"TITLE VI—LANGUAGE DEVELOPMENT AND INSTITUTES FOR ADVANCED
STUDY IN TEACHING CERTAIN CRITICAL SUBJECTS"; AND

3 (4) by striking out

"PART B—LANGUAGE INSTITUTES"

4 and inserting in lieu thereof

"PART B—INSTITUTES FOR ADVANCED STUDY IN TEACHING CERTAIN CRITICAL
SUBJECTS".

5 TITLE II—FEDERALLY AFFECTED AREAS

6 AMENDMENTS TO PUBLIC LAW 815

7 SEC. 201. (a) The first sentence of section 3 of the
8 Act of September 23, 1950, as amended (20 U.S.C. 631–
9 645), is amended by striking out "1965" and inserting in
10 lieu thereof "1967".

11 (b) Subsection (b) of section 14 of such Act is
12 amended by striking out "1965" each time it appears
13 therein and inserting in lieu thereof "1967".

14 (c) Paragraph (13) of section 15 of such Act is
15 amended by inserting "the District of Columbia," after
16 "Guam,".

17 (d) Paragraph (15) of section 15 of such Act is
18 amended by striking out "1962–1963" and inserting in
19 lieu thereof "1964–1965".

AMENDMENTS TO PUBLIC LAW 874

SEC. 202. (a) Sections 2 (a) , 3 (b) , and 4 (a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244) , are each amended by striking out "1965" each place where it appears and inserting in lieu thereof "1967".

(b) Section 9 (8) of such Act is amended by inserting "the District of Columbia," after "Guam,".

COMPREHENSIVE STUDY

SEC. 203. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

Passed the Senate August 1, 1964.

Attest:

FELTON M. JOHNSTON,

Secretary.

AN ACT

To amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, Eighty-first Congress (federally affected areas).

AUGUST 1, 1964

Ordered to be printed as passed

a counsel of complacency however, but rather an urgency to help them. What is new about poverty today is that we can do something about it. Therefore we must. We have the means to eliminate it. We are a people graced and blessed with the technology, the science, the resources, the intelligence adequate to give opportunity for all above the level of privation. We can do no other than wage a war on poverty. We have a moral responsibility.

I am delighted as a Democrat that I have been privileged to enlist in this cause. We can win it and we ought to make it a great crusade. We ought never to rest one single day as a party or as individuals until we have made sure that everyone in America has the opportunity to stand in economic independence.

In the long run this means a major investment in education in America, for here is the chief source of the new wealth in America. The development of brainpower plus character is the key to the great society. We must see to it that everyone in America has an opportunity for the best of education to the limits of his ability. The most serious deficit this Nation faces is in education. It is not the budget deficit that imperils us. It is the intellectual deficit that is allowing people to fall behind in the economic struggle and which is putting brakes on our power to create new wealth. We must invest money to make money. We must pour much more of our substance into education. This is not waste. This is not even spending. This is genuine investment—this is finding talent and putting it to work to increase many times over. This party of ours ought to champion the cause of enlightenment and have no fears of those who talk about it as spending and waste.

And we can win the struggle to help our elderly people. This society has been generous with youth. It provides much for those in the full bloom of life. Surely we can, and surely we will provide for those in the twilight of life. Therefore, we can pass hospital and nursing home care. We have an obligation and responsibility here, too. Old age should be lived in serenity and dignity. The young who do not respect age, will come to hate their own future.

Brooding over all our other concerns, of course, in this latter half of the 20th century, is the concern for peace. Since the close of World War II the world seemed to be on a slow but steady collision course with disaster. The accelerated race for thermonuclear weapons panned us on a pervasive anxiety. Yet since 1961 there have been great movements toward peace. The world is not yet safe, and peace is not secure, but we have a new lease on hope, and a new reason to believe that we can take the first steps in a new direction away from war.

We began to sense it in President Kennedy's address at American University on June 10, 1963. The point that "peace is a process" was made simply, but eloquently clear. The truth that "war is not inevitable" was given a new conviction and determination. This address will surely be one of the great state papers of all time. If Democrats, Americans, Republicans will study it, we shall be less impatient, we will be more understanding, and we shall have a new determination to heed the President's words when he said "we must persevere" in the cause of peace.

In these last 4 years we have had striking evidence of that perseverance for peace from

at least four apostles of peace who gave their lives for it.

Dag Hammarskold gave his life for peace in a very real sense. He died in the Congo while seeking the answers, relentlessly pursuing the formula for peace in that part of the world. Indeed, the quest for peace had come to dominate his every concern as Secretary General of the United Nations.

In these years, too, we lost that great lady, Eleanor Roosevelt, and we realized that she, too, had given her life for peace. She has been in this club many times. She inspired us so frequently. I never knew her to speak unkindly of anyone. She died as she lived, in lifelong dedication to the cause of peace.

We have just lived through a time also when a peasant who was a parish priest, rose to become the chief prince of his church, and gave his life for peace. Pope John XXIII will be remembered as will few in our time, or any time. His great Easter "gift" as he called it—"Pacem in Terris"—is one of the most moving and magnificent documents for peace and justice that has been given to mankind. Again the overtones of this message soared beyond its content. He addressed "all men of good will." His astounding faith that there were such, everywhere, penetrated both the disillusioned of spirit and the hard of heart. He addressed the natural reason of men, even behind the Iron Curtain. Perhaps no one in our time got closer to the heart of humanity than did Pope John.

John Fitzgerald Kennedy gave his life for peace—for peace at home and abroad. He fell indeed the victim of a tormented mind. Even more, he was the victim of a tormented society, a society that has been infected with hate, bitterness, and extremism. His was indeed a sacrifice for peace at home. But a world shared our grief because they believed his cause encompassed theirs.

I could give other evidences of change in the world, of movements in foreign policy and in the actions of nations, which would also suggest that this still untidy and restive world is wrenching itself away from the path of war. But what I say to my fellow Democrats is this: That because we have had such a close association with all of these great personalities and with all of the policies and programs I have mentioned, we cannot approach the campaign of 1964 as if it were just another election. It is not in any sense. Every election in America is important, but elections now in America are vital. They determine not only the future of this Republic. They hold in balance the fate of the world. Once again then I make the appeal with which I began. I appeal to the Democratic Party to take the high road of principle and ideals; of wisdom and courage.

The American people want to be better; they want to believe; they want to be good; they want to have faith; they want to have ideals. Above all they want political leaders and a political party that makes them understand the importance of those ideals. Therefore, whether we are a precinct worker, a Congressman, a Senator, an officer in this club, a member of the Democratic National Committee, or just a plain citizen—whatever we are—we have a responsibility in this campaign. We must be worthy in our conduct, of the memory of John F. Kennedy. We have an obligation to carry forward the declaration of faith and the program of this party of Lyndon Johnson. We have the obligation to prove that we are worthy of the

faith and trust of the American people as a party that is responsible, constructive, progressive, and idealistic. In the words of John Wesley's great hymn "We have a charge to keep."

That is why I came to you tonight, to urge you to be worthy of it. Thank you.

AMENDMENT OF FOREIGN ASSISTANCE ACT OF 1961

Mr. MANSFIELD. Mr. President, I ask unanimous consent that the unfinished business be laid before the Senate.

There being no objection, the Senate resumed the consideration of the bill (H.R. 11380) to amend further the Foreign Assistance Act of 1961, as amended, and for other purposes.

AMENDMENTS TO NATIONAL DEFENSE EDUCATION ACT AND IMPACTED AREAS LEGISLATION

Mr. MANSFIELD. Mr. President, if the distinguished chairman of the Committee on Foreign Relations will approve, I should like to ask unanimous consent temporarily to lay aside the pending business.

Mr. President, I ask unanimous consent that the Senate proceed to the consideration of Calendar No. 1212, Senate bill 3060, which I understand will take little time.

The PRESIDING OFFICER. The bill will be stated by title.

The LEGISLATIVE CLERK. A bill (S. 3060) to amend and extend the National Defense Education Act of 1958, and to extend Public Laws 815 and 874, 81st Congress (federally affected areas).

The PRESIDING OFFICER. Is there objection to the request of the Senator from Montana?

There being no objection, the Senate proceeded to consider the bill.

Mr. MORSE. Mr. President, I ask unanimous consent that the professional staff members of the Committee on Labor and Public Welfare be permitted the privilege of the floor when Senators engage in debate during the discussion of the bill S. 3060.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. MORSE. Mr. President, in opening the Senate debate on S. 3060, a bill to extend for 3 years, and to amend the provisions of the various titles of the National Defense Education Act of 1958, and which also extends for 2 years the provisions of the impacted areas legislation, Public Laws 815 and 874, I wish to express to each of the members of my subcommittee who sat with me and who worked with me in our executive sessions my deepest appreciation.

This bill bears upon it the mark of our combined judgment in almost every area. In particular, I wish to express to the junior Senator from Vermont [Mr. PROUTY] and to the senior Senator from

New York [Mr. JAVITS] my appreciation for their willingness without compromise of principle, to work diligently in hammering out conscionable compromises of language and intent. I wish to thank also the junior Senator from Idaho [Mr. JORDAN], who was most helpful.

To the very distinguished Senators on my own side, the senior Senator from Michigan [Mr. McNAMARA], the senior Senator from Texas [Mr. YARBOROUGH], the senior Senator from Pennsylvania [Mr. CLARK], the senior Senator from West Virginia [Mr. RANDOLPH], and in particular to our beloved chairman, the Senator from Alabama [Mr. HILL] the author of the Hill-Elliott Act of 1958 which we now seek to continue, I can only say, thank you from the bottom of my heart for the help you have been to me and to the boys and girls of America who will be the beneficiaries of this legislation.

Mr. President, before I present a brief summary of the principal provisions of the bill, there is one point I should like to discuss. In our executive session, it was indicated that there were members of the committee who, although they were not cosponsors of S. 580 upon its introduction, nevertheless in view of the fact that the bill then being reported was the product of the combined thinking of members of the committee on both sides of the aisle, wished to have their names appear on the bill when it was reported. We sought to find a way in which this could be done. Unfortunately, since the bill being reported was an original bill from committee, the advice we were given was that to do so at this stage would be contrary to the precedents controlling in the Senate.

I sought then yesterday when I filed the bill, to indicate the sense of the agreement reached in the committee by requesting unanimous consent that at the next printing of the bill in the Senate the names of those Senators who had expressed a desire to do so should be added as cosponsors. This procedure, too, it was found later, was contrary to the precedents of the Senate.

I, therefore, Mr. President, wish to announce that were it possible the following Senators had expressed to the bill clerk their desire to be associated with this legislation:

Senators CLARK, COOPER, FULBRIGHT, HILL, HUMPHREY, JAVITS, KENNEDY, KUCHEL, MANSFIELD, McNAMARA, METCALF, PELL, PROUTY, RANDOLPH, WILLIAMS of New Jersey, and YARBOROUGH. To each of them again I express my deep appreciation.

AMENDMENTS TO THE NATIONAL DEFENSE EDUCATION ACT

TITLES I AND II NATIONAL DEFENSE EDUCATION ACT AMENDMENTS

These titles of the National Defense Education Act are the general provisions title and the student loan title. The committee made one change in the general provisions which will permit some

35 accredited nonprofit private business schools to come within the purview of the student loan program established under title II of the act.

In title II the language has been broadened to permit part-time students, defined as students who are carrying at least half the normal academic workload program, as determined by the institution, to obtain the benefits of the student loan program. This necessitated an increase in the funds authorization for student loans. Currently, \$135 million is authorized for this purpose. If the bill is enacted, as I hope it will be, \$145 million would be authorized for this fiscal year; \$165 million would be authorized for the fiscal year ending June 30, 1966; \$180 million for fiscal year 1967; and \$195 million for fiscal year 1969.

The committee learned that there were seven large universities in the Nation which are currently handicapped by the \$800,000 institutional loan ceiling in the present law. I ask unanimous consent, Mr. President, that a table which may be found in the committee report listing the seven institutions and the amounts of money they are requesting for the academic year 1964-65, be printed at this point in my remarks.

There being no objection, the table was ordered to be printed in the RECORD, as follows:

Institutions requesting \$800,000 and over for academic year 1964-65 (as adjusted) as of May 20, 1964

<i>Approved request</i>	
California: University of California, Berkeley-----	\$942,300
Indiana: Indiana University-----	1,561,500
Kansas: University of Kansas-----	850,500
Massachusetts: Harvard University-----	1,194,400
Michigan: Michigan State University of Agriculture and Applied Science-----	848,220
Minnesota: University of Minnesota-----	1,102,500
Wisconsin: University of Wisconsin-----	1,067,723
Total, 7 institutions-----	7,567,143

Mr. MORSE. Mr. President, by removing the \$800,000 loan limitation, the committee has, while giving relief to the larger institutions, also assured itself through inquiry of the Office of Education that no small institution nor the students attending it would be handicapped in any way by this change in the statute. As chairman of the subcommittee, I insisted upon obtaining the findings of fact to justify this change, otherwise I would not have been in favor of lifting the ceiling.

The information we received was to the effect that sufficient funds are authorized to meet the reasonable requests of all institutions large or small.

A further change in title II affects the forgiveness feature of the present law. Senators are aware that students who have borrowed money who teach in public elementary or secondary schools

may have up to 50 percent of their loan indebtedness cancelled. Last year the Senate considered and passed S. 569, a measure introduced by Senators PROUTY of Vermont and KEATING of New York, which would have extended this loan forgiveness principle to teachers in the private nonprofit elementary and secondary schools and to all teachers in institutions of higher education.

Since as yet, the House of Representatives has taken no action on S. 569 but instead has included a similar provision in legislation which parallels the measure we are now debating, it seemed to the committee prudent to incorporate in these amendments the loan forgiveness feature previously passed by the Senate.

I would make note that the amendments in S. 3060, unlike the House counterpart, preserve in section 204(4) of the National Defense Education Act the special consideration of that act for students with a superior academic background who express a desire to teach in our elementary and secondary schools. It was felt that since the provisions of titles III and VI of the act have been broadened, it would be well that students in such areas be given consideration in connection with their financial needs and therefore, the committee replaced the language previously in the act giving special consideration to "students whose academic background indicates a superior capacity of preparation in science, mathematics, engineering, or a modern foreign language" with the phrase "other students with a superior academic background."

It had been related to the committee that graduate students found the loan limitations of the present act onerous. Therefore, in this area the committee has recommended that a graduate or professional student be permitted to borrow up to \$2,500 a year but that the aggregate of the loan made to any one individual who is a graduate student may not exceed \$10,000.

It was felt that the superior debt repaying capacity of the graduate student based upon his educational attainment made such a change feasible.

We must not forget that many of these young men and women are married and have family responsibilities.

Senators will find in the committee report a full description of the changes I have noted and certain others which are of a minor or technical nature, but I would call particularly to their attention the table in the report which gives the estimated distribution of the loan funds in each of the fiscal years and in order that this may be readily available I ask unanimous consent that the table in the report headed "Estimated Distribution of Legislative Authorizations" for title II loan funds be printed at this point in my remarks.

There being no objection, the table was ordered to be printed in the RECORD, as follows:

Estimated distribution of legislative authorizations, title II, sec. 202(a), student loans

	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968		Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968
Aggregate United States.....	\$145,000,000	\$165,000,000	\$180,000,000	\$195,000,000	Nebbraska.....	\$1,373,608	\$1,563,072	\$1,705,169	\$1,847,266
50 States and District of Columbia.....	144,002,783	163,865,235	178,762,075	193,658,914	Nevada.....	156,621	178,224	194,426	210,629
Alabama.....	1,993,727	2,268,724	2,474,971	2,681,219	New Hampshire.....	586,493	667,388	728,060	788,732
Alaska.....	58,432	66,492	72,537	78,581	New Jersey.....	2,788,718	3,173,369	3,461,857	3,750,345
Arizona.....	1,474,391	1,677,755	1,830,279	1,982,802	New Mexico.....	739,530	841,534	918,037	994,540
Arkansas.....	1,290,747	1,468,781	1,602,306	1,735,832	New York.....	11,671,520	13,281,386	14,488,784	15,696,183
California.....	15,038,526	17,112,805	18,668,514	20,224,225	North Carolina.....	3,644,547	4,147,243	4,524,265	4,911,237
Colorado.....	2,015,798	2,293,839	2,502,370	2,710,901	North Dakota.....	698,642	795,006	867,279	939,552
Connecticut.....	1,839,228	2,092,914	2,283,179	2,473,444	Ohio.....	7,083,473	8,060,503	8,793,276	9,526,050
Delaware.....	283,107	322,166	351,443	380,730	Oklahoma.....	2,341,067	2,603,973	2,906,152	3,148,331
Florida.....	3,293,481	3,747,755	4,088,460	4,429,164	Oregon.....	1,972,929	2,245,057	2,449,153	2,653,249
Georgia.....	2,401,056	2,732,236	2,980,621	3,229,006	Pennsylvania.....	7,604,176	8,653,028	9,439,687	10,226,306
Hawaii.....	504,433	574,010	626,193	678,375	Rhode Island.....	765,186	870,728	949,886	1,029,043
Idaho.....	569,609	648,176	707,101	766,026	South Carolina.....	1,456,783	1,657,684	1,808,383	1,959,082
Illinois.....	7,176,804	8,166,708	8,909,136	9,651,564	South Dakota.....	673,882	766,831	836,543	906,255
Indiana.....	4,154,403	4,727,425	5,157,191	5,586,956	Tennessee.....	2,846,207	3,238,788	3,533,223	3,827,658
Iowa.....	2,755,611	3,135,696	3,420,759	3,705,822	Texas.....	7,941,471	9,036,846	9,858,377	10,679,009
Kansas.....	2,361,393	2,687,103	2,931,385	3,175,667	Utah.....	1,638,087	1,864,030	2,033,487	2,202,944
Kentucky.....	2,049,235	2,331,888	2,543,878	2,755,868	Vermont.....	500,566	569,609	621,392	673,175
Louisiana.....	2,636,436	3,000,082	3,272,817	3,545,551	Virginia.....	2,403,319	2,734,812	2,983,431	3,232,050
Maine.....	597,246	679,624	741,408	803,192	Washington.....	2,899,311	3,299,215	3,599,144	3,899,073
Maryland.....	2,040,605	2,322,068	2,533,165	2,744,262	West Virginia.....	1,264,619	1,439,050	1,569,872	1,700,695
Massachusetts.....	5,579,464	6,349,046	6,926,232	7,503,418	Wisconsin.....	3,535,700	4,023,382	4,389,144	4,754,906
Michigan.....	6,266,174	7,130,474	7,778,699	8,426,924	Wyoming.....	301,358	342,925	374,100	405,275
Minnesota.....	3,511,695	3,996,066	4,359,345	4,722,624	District of Columbia.....	1,263,252	1,437,493	1,568,175	1,698,856
Mississippi.....	1,715,053	1,951,612	2,129,032	2,306,451	American Samoa.....	20,562	23,398	25,525	27,053
Missouri.....	3,584,134	4,078,497	4,449,270	4,820,042	Canal Zone.....	14,997	17,066	18,617	20,169
Montana.....	660,960	752,127	820,502	888,877	Puerto Rico.....	960,479	1,092,959	1,192,319	1,291,678
					Virgin Islands.....	1,179	1,342	1,464	1,586

NOTE.—Distribution of all amounts estimated on the basis of full-time degree credit enrollment (excluding U.S. service schools), fall 1963.

TITLE III NDEA AMENDMENTS

Mr. MORSE. Title III of NDEA provides funds under which public schools may receive matching grants for the purchase of equipment used in science, mathematics, and modern foreign language instruction. The present law provides also that loans to our private schools may be made for the purchase of such equipment. Briefly, the committee amendments would broaden the subject matter areas to include the additional subjects of history, civics, geography, English, and remedial reading. The additional areas, with the exception of civics and remedial reading, are to be found in the parallel legislation being considered by the other body.

The critical subjects, as these additions to the act are termed, were justified in our view by a number of considerations, many of which are spelled out in far greater detail in the committee report, but briefly it was felt that we could not accomplish the objectives of the act in utilizing the traditional disciplines of mathematics, science, and modern foreign languages, unless the child or youth had command of his mother tongue, and an understanding of his government in all its geographic variety and its great history of political and economic freedom.

This led naturally to the inclusion of English and remedial reading at all grade levels. It was our view that a very broad construction should be given to these terms since in many school districts the subject matter is taught under different course headings.

We have set forth carefully in the report our belief that history includes the contemporary as well as the past; that English comprehends literature; and that the term "civics" which relates most generally to the structure, the organization, and the functions of all levels, State, Federal, and local government, can

be understood only in conjunction with the impact on each of these government levels of the contemporary scene at home and abroad. We have, therefore, in title III and again in the institute title indicated our hope that the Commissioner of Education in administering these titles will feel that he can with propriety include, for example, equipment used in current affairs classes and that teachers may receive institute trainings in international affairs, to name but two.

Similarly, in the remedial reading category, we would certainly hope that every attention, both by regular and specially trained teachers, be given to overcoming the reading handicaps of our young people whatever their cause.

In order to fund this portion of the act, an authorization of appropriations of \$90 million is provided for fiscal year 1965 and the three succeeding years and the corollary amount of \$10 million for matching grants to the State educational agency for supervisory and related services and for the administration of the State plan has been provided.

I ask unanimous consent, Mr. President, that the tables in the committee report relating to title III be printed in the RECORD at this point in my remarks.

There being no objection, the tables were ordered to be printed in the RECORD, as follows:

ESTIMATED DISTRIBUTION OF LEGISLATIVE AUTHORIZATIONS

Title III, Sec. 302(a)—grants for the acquisition of teaching equipment, fiscal years 1965–68 (each)

United States and outlying parts..... \$79,200,000

50 States and District of Columbia..... 77,769,460

Alabama..... 2,089,073
Alaska..... 95,345
Arizona..... 825,045
Arkansas..... 1,096,763
California..... 4,692,896

Title III, Sec. 302(a)—grants for the acquisition of teaching equipment, fiscal years 1965–68 (each)—Continued

Colorado..... \$866,393
Connecticut..... 707,227
Delaware..... 133,952
Florida..... 2,256,586
Georgia..... 2,513,700
Hawaii..... 274,115
Idaho..... 430,778
Illinois..... 2,836,888
Indiana..... 2,028,256
Iowa..... 1,361,199
Kansas..... 1,025,334
Kentucky..... 1,852,916
Louisiana..... 2,141,299
Maine..... 494,084
Maryland..... 1,306,554
Massachusetts..... 1,528,454
Michigan..... 3,281,426
Minnesota..... 1,730,299
Mississippi..... 1,482,787
Missouri..... 1,684,094
Montana..... 353,453
Nebraska..... 687,541
Nevada..... 96,991
New Hampshire..... 271,085
New Jersey..... 1,681,223
New Mexico..... 667,596
New York..... 4,443,154
North Carolina..... 2,915,620
North Dakota..... 397,376
Ohio..... 3,755,845
Oklahoma..... 1,266,671
Oregon..... 799,514
Pennsylvania..... 4,186,466
Rhode Island..... 297,661
South Carolina..... 1,621,303
South Dakota..... 441,994
Tennessee..... 2,159,466
Texas..... 5,374,317
Utah..... 616,541
Vermont..... 203,123
Virginia..... 2,262,271
Washington..... 1,235,333
West Virginia..... 1,105,846
Wisconsin..... 1,852,429
Wyoming..... 165,231
District of Columbia..... 175,957

American Samoa..... 50,000
Canal Zone..... 50,000
Guam..... 50,000
Puerto Rico..... 1,230,540
Virgin Islands..... 50,000

Title III, sec. 302 (b)—State supervision and administration, fiscal years 1965-68 (each)

United States and outlying parts.....	\$10,000,000
50 States and District of Columbia.....	9,837,327

Alabama.....	188,955
Alaska.....	50,000
Arizona.....	82,976
Arkansas.....	99,201
California.....	849,066
Colorado.....	100,434
Connecticut.....	127,955
Delaware.....	50,000
Florida.....	264,126
Georgia.....	227,362
Hawaii.....	50,000
Idaho.....	50,000
Illinois.....	494,570
Indiana.....	245,847
Iowa.....	144,386
Kansas.....	113,784
Kentucky.....	167,595
Louisiana.....	193,679
Maine.....	50,525
Maryland.....	170,060
Massachusetts.....	247,901
Michigan.....	436,240
Minnesota.....	186,490
Mississippi.....	134,117
Missouri.....	210,521
Montana.....	50,000
Nebraska.....	73,734
Nevada.....	50,000
New Hampshire.....	50,000
New Jersey.....	304,177
New Mexico.....	60,383
New York.....	803,881
North Carolina.....	263,716
North Dakota.....	50,000
Ohio.....	524,761
Oklahoma.....	124,464
Oregon.....	94,888
Pennsylvania.....	557,418
Rhode Island.....	50,000
South Carolina.....	146,646
South Dakota.....	50,000
Tennessee.....	195,322
Texas.....	550,229
Utah.....	57,713
Vermont.....	50,000
Virginia.....	224,487
Washington.....	157,326
West Virginia.....	100,023
Wisconsin.....	212,369
Wyoming.....	50,000
District of Columbia.....	50,000

American Samoa.....	10,000
Canal Zone.....	10,000
Guam.....	10,000
Puerto Rico.....	122,673
Virgin Islands.....	10,000

Title III, sec. 305—Loans to nonpublic schools, fiscal year 1965-68 (each)

United States and outlying parts.....	\$10,800,000
50 States and District of Columbia.....	10,672,056
Alabama.....	53,059
Alaska.....	3,727

Title III, sec. 305—Loans to nonpublic schools, fiscal year 1965-68 (each)—Con.

Arizona.....	\$56,075
Arkansas.....	21,472
California.....	693,843
Colorado.....	76,660
Connecticut.....	194,312
Delaware.....	33,894
Florida.....	154,385
Georgia.....	46,138
Hawaii.....	53,946
Idaho.....	15,971
Illinois.....	929,856
Indiana.....	227,141
Iowa.....	171,598
Kansas.....	91,211
Kentucky.....	155,272
Louisiana.....	250,387
Maine.....	62,641
Maryland.....	242,402
Massachusetts.....	461,379
Michigan.....	594,469
Minnesota.....	297,944
Mississippi.....	33,716
Missouri.....	294,573
Montana.....	36,733
Nebraska.....	100,261
Nevada.....	7,098
New Hampshire.....	61,931
New Jersey.....	525,262
New Mexico.....	48,090
New York.....	1,486,173
North Carolina.....	34,426
North Dakota.....	36,378
Ohio.....	674,145
Oklahoma.....	37,798
Oregon.....	62,109
Pennsylvania.....	1,082,466
Rhode Island.....	93,518
South Carolina.....	28,038
South Dakota.....	41,347
Tennessee.....	55,011
Texas.....	266,180
Utah.....	10,825
Vermont.....	31,232
Virginia.....	98,487
Washington.....	102,213
West Virginia.....	30,699
Wisconsin.....	454,281
Wyoming.....	6,921
District of Columbia.....	44,363

American Samoa.....	2,307
Canal Zone.....	1,242
Guam.....	8,695
Puerto Rico.....	110,199
Virgin Islands.....	5,501

Mr. MORSE. As I have indicated earlier, this title also provides for loans for the expanded purposes to our nonpublic schools. The distribution of the loan funds is incorporated in the table previously placed in the RECORD.

This title also contains minor amendments which are perfecting changes to simplify the operation of the program.

Mr. President, before leaving title III, I wish to pay tribute to a Vermont doctor, Dr. Frank J. Falck, Director of the Center for Disorders of Communication at the Vermont Rehabilitation Center, who in correspondence with Senator PROUTY

directed our attention to the importance of remedial reading. An excerpt from his letter is printed in the committee report and it influenced greatly our thinking in this area.

TITLE IV NATIONAL DEFENSE EDUCATION ACT AMENDMENTS

The fellowship program conducted under title IV of National Defense Education Act has proven most successful. In order that its benefits may be made available to more of our talented young people, the committee has recommended that the level of fellowships awarded be raised to 5,000 in fiscal year 1965, 7,500 in fiscal year 1966, and 10,000 in each of the two succeeding fiscal years. In order to make sure that the best available use is made of our resources the committee, following the pattern of the legislation which has received House committee approval, has recommended that only one-third of these additional fellowships be made to the new institutes of graduate learning, thus insuring that presently unutilized capacity in our existing institutions, which has been estimated as capable of accommodating as many as 20,000 new students can be put to work.

There are other minor amendments to this title which are set forth more fully in the report. I would make mention only that it was the committee view that for those individuals who returned to graduate study after a teaching experience of 2 or more years, there should be given consideration for fellowship stipends of up to \$4,800 per year plus an allowance for each dependent, since in many cases such students have family responsibilities.

TITLE V AMENDMENTS

Briefly, under this title, the committee has extended the testing, guidance and counseling provisions and the institute programs to the entire elementary school population and to the public community and junior colleges. The cost of this expansion will rise from the \$17.5 million figure of last year to \$25 million for fiscal year 1965 and by steps to the \$37.5 million estimated for fiscal year 1968.

I ask unanimous consent that a table showing the State-by-State distribution of these amounts for title V-A be printed in the RECORD at this point in my remarks.

There being no objection, the table was ordered to be printed in the RECORD, as follows:

Estimated distribution of legislative authorizations, title V, pt. A, sec. 501—Guidance counseling and testing

	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968		Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968
United States and outlying parts.....	\$25,000,000	\$25,500,000	\$32,500,000	\$37,500,000	Nevada.....	\$50,000	\$50,000	\$56,911	\$65,679
50 States and Dis- trict of Columbia.....	24,600,000	25,092,000	31,980,000	36,900,000	New Hampshire.....	79,678	81,180	103,637	119,489
Alabama.....	484,847	494,604	630,824	728,014	New Jersey.....	780,499	796,204	1,015,490	1,171,944
Alaska.....	50,000	50,000	50,000	50,644	New Mexico.....	154,940	158,058	201,590	232,648
Arizona.....	212,911	217,195	277,014	319,603	New York.....	2,062,709	2,104,216	2,683,747	3,097,223
Arkansas.....	254,545	259,667	331,183	382,207	North Carolina.....	676,678	690,295	880,411	1,016,054
California.....	2,178,650	2,222,491	2,834,596	3,271,314	North Dakota.....	92,226	94,082	119,994	138,481
Colorado.....	257,707	262,893	335,297	386,955	Ohio.....	1,346,505	1,373,600	1,751,909	2,021,820
Connecticut.....	328,326	334,933	427,178	492,992	Oklahoma.....	319,367	325,793	415,521	479,539
Delaware.....	62,187	63,438	80,910	93,376	Oregon.....	243,478	248,377	316,784	365,589
Florida.....	677,732	691,370	881,783	1,017,636	Pennsylvania.....	1,430,299	1,459,081	1,860,932	2,147,640
Georgia.....	583,398	595,137	759,046	875,990	Rhode Island.....	105,929	108,060	137,821	159,055
Hawaii.....	96,969	98,921	126,165	145,603	South Carolina.....	376,284	383,855	489,575	565,002
Idaho.....	103,294	105,372	134,393	155,099	South Dakota.....	102,767	104,834	133,707	154,307
Illinois.....	1,269,035	1,294,571	1,651,114	1,905,496	Tennessee.....	501,184	511,270	652,080	752,544
Indiana.....	630,828	643,522	820,757	947,209	Texas.....	1,411,854	1,440,265	1,836,933	2,119,944
Iowa.....	370,486	377,942	482,032	546,297	Utah.....	148,089	151,069	192,676	222,361
Kansas.....	291,962	297,837	379,866	438,391	Vermont.....	52,174	53,224	67,882	78,341
Kentucky.....	430,038	438,692	559,514	645,716	Virginia.....	576,020	587,611	749,447	864,912
Louisiana.....	496,968	506,969	646,595	746,214	Washington.....	403,688	411,811	525,230	606,150
Maine.....	129,644	132,253	168,677	194,664	West Virginia.....	256,653	261,817	333,926	385,372
Maryland.....	436,362	445,143	567,742	655,212	Wisconsin.....	544,926	555,891	708,992	818,224
Massachusetts.....	636,098	648,898	827,614	955,122	Wyoming.....	50,000	50,000	61,711	71,219
Michigan.....	1,119,365	1,141,889	1,456,382	1,680,762	District of Columbia.....	81,686	83,330	106,280	122,654
Minnesota.....	478,523	488,152	622,596	718,518	Outlying parts.....	400,000	408,000	520,000	600,000
Mississippi.....	344,136	351,061	447,748	516,731	American Samoa.....	20,000	20,000	20,000	20,000
Missouri.....	540,183	551,053	702,821	811,102	Canal Zone.....	20,000	20,000	20,000	20,000
Montana.....	99,007	101,071	128,908	148,768	Guam.....	20,000	20,000	20,000	20,000
Nebraska.....	189,196	193,003	246,159	284,084	Puerto Rico.....	320,000	328,000	440,000	520,000
					Virgin Islands.....	20,000	20,000	20,000	20,000

NOTE.—Distribution of all amounts estimated on the basis of school-age (5 to 17) population as of July 1, 1962, for the 50 States, District of Columbia, and Puerto Rico, and as of Apr. 1, 1960, for the other outlying parts.

TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT AMENDMENTS

Mr. MORSE. Title VI of the National Defense Education Act is, broadly speaking, the language areas and institutes section of the act. The committee has proposed that the present title VI—A appropriation ceiling of \$8 million for the present fiscal year be raised to \$13 million for fiscal year 1965, \$14 million in fiscal year 1966, and \$16 million in fiscal years 1967 and 1968, to provide additional badly needed support to strengthen study of modern foreign languages and area subjects.

In title VI—B, the institutes program has been expanded to reflect the changes previously discussed in connection with title III of the National Defense Education Act.

In addition, however, the committee felt that it would be wise to provide institutes for librarians and educational media specialists so that the training given in these fields would help all teachers in carrying out their functions in our elementary and secondary schools. I wish to draw particular attention to the committee's intention that "institutes in all the subject matters covered in this title should also be made available to special education teachers such as those engaged in or preparing to engage in the teaching of gifted children or handicapped children."

OTHER TITLES OF NATIONAL DEFENSE EDUCATION ACT AMENDMENTS

Titles VII and VIII reflect no changes other than the 3-year extension which pertains to all titles of the act. Title IX is permanent now.

The committee made certain changes in the language which were recommended by the Office of Education to improve the statistical services program now authorized under title X.

I ask unanimous consent that at this point in my remarks a table which appears in the report showing the estimated distribution of the \$3 million proposed under title X be printed in the RECORD at this point.

There being no objection, the table was ordered to be printed in the RECORD, as follows:

Estimated distribution of \$3,000,000 proposed under title X—State Statistical Services

United States and outlying areas ¹\$3,000,000

50 States and District of Columbia..... 2,844,478

Alabama.....	55,810
Alaska.....	50,404
Arizona.....	52,551
Arkansas.....	53,050
California.....	78,107
Colorado.....	53,088
Connecticut.....	53,934
Delaware.....	50,745
Florida.....	58,121
Georgia.....	56,998
Hawaii.....	51,162
Idaho.....	51,238
Illinois.....	65,207
Indiana.....	57,559
Iowa.....	54,439
Kansas.....	53,499
Kentucky.....	55,153
Louisiana.....	55,955
Maine.....	51,554
Maryland.....	55,229
Massachusetts.....	57,622
Michigan.....	63,413
Minnesota.....	55,734
Mississippi.....	54,124
Missouri.....	56,473
Montana.....	51,187
Nebraska.....	52,267
Nevada.....	50,524
New Hampshire.....	50,954
New Jersey.....	59,353
New Mexico.....	51,857
New York.....	74,717
North Carolina.....	58,109
North Dakota.....	51,105

Estimated distribution of \$3,000,000 proposed under title X—State Statistical Services—Continued

Ohio.....	\$66,135
Oklahoma.....	53,827
Oregon.....	52,918
Pennsylvania.....	67,139
Rhode Island.....	51,269
South Carolina.....	54,509
South Dakota.....	51,231
Tennessee.....	56,006
Texas.....	66,918
Utah.....	51,775
Vermont.....	50,625
Virginia.....	56,902
Washington.....	54,837
West Virginia.....	53,075
Wisconsin.....	56,530
Wyoming.....	50,568
District of Columbia.....	50,979

American Samoa.....	25,049
Canal Zone.....	25,076
Guam.....	25,119
Puerto Rico.....	55,216
Virgin Islands.....	25,062

¹ Distributed on the basis of a basic allotment of \$50,000 to each State, District of Columbia, and Puerto Rico, and \$25,000 to American Samoa, Canal Zone, Guam, and the Virgin Islands, plus a distribution on the basis of the school-age (5 to 17) population.

TITLE II OF S. 3060

Mr. MORSE. Mr. President, it is my belief that most Senators have an excellent understanding of and appreciation for the provisions of the impacted areas legislation, Public Laws 815 and 874. These acts of 1950 have been before us many times in the interim.

The report carries a full discussion of them. I would point out only that many of us are aware that there have been allegations of abuses in the acts. In order to assure ourselves that such abuses will be identified and so that, if they are based upon the language of the act, they can be eradicated at an early date in the next session by appropriate legislation, the

committee has required the Commissioner to undertake a study; it has authorized funds for a study and it has laid upon the Commissioner of Education the duty to report to the Congress by June 30, 1965, the findings and recommendations which will strengthen and improve the acts.

Other than this change and other than the reaffirming of the traditional desire of the Senate to include within the purview of these acts the District of Columbia, the committee has recommended only that each statute be extended for a 2-year period.

Mr. President, I ask unanimous consent that at this point in my remarks there be printed a summary of entitlements and number of eligible applicants by State and congressional district under both Public Law 874 and Public Law 815, as amended, for fiscal year 1963, and that this be followed by the table in the report which summarizes the new obligational authority and anticipated expenditures under the bill.

There being no objection, the tables were ordered to be printed in the RECORD, as follows:

Summary of entitlements and number of eligible applicants, by State and congressional district, under Public Law 874, as amended, fiscal year 1963

State	Congressional district	Number of eligible applicants	Amount
Alabama	8	52	\$5,642,144
Alaska	1	25	8,347,671
Arizona	3	115	5,407,713
Arkansas	4	67	1,633,370
California	32	531	44,440,666
Colorado	4	57	7,302,307
Connecticut	6	51	2,557,823
Delaware	1	9	274,429
Florida	10	17	7,052,796
Georgia	10	71	6,186,693
Hawaii	2	1	5,218,011
Idaho	2	47	1,843,861
Illinois	14	122	4,896,916
Indiana	9	94	1,363,826
Iowa	6	29	991,815
Kansas	5	168	6,265,025
Kentucky	6	52	1,437,653
Louisiana	4	9	1,273,861
Maine	2	73	2,241,440
Maryland	5	14	10,811,517
Massachusetts	11	174	7,470,396
Michigan	8	61	1,945,392
Minnesota	7	28	607,011
Mississippi	5	21	1,429,470
Missouri	7	112	3,061,587
Montana	2	82	2,380,529
Nebraska	3	40	2,958,621
Nevada	1	12	1,595,117
New Hampshire	2	40	1,415,718
New Jersey	8	170	6,714,260
New Mexico	2	43	5,767,561
New York	17	191	6,849,355
North Carolina	5	27	2,984,034
North Dakota	2	56	1,408,835
Ohio	18	137	6,370,954
Oklahoma	6	356	7,916,994
Oregon	4	72	1,167,127
Pennsylvania	15	147	5,804,568
Rhode Island	2	22	2,122,158
South Carolina	5	35	4,040,225
South Dakota	2	72	2,658,786
Tennessee	8	50	2,870,394
Texas	19	237	14,442,599
Utah	2	15	2,799,046
Vermont	1	11	60,728
Virginia	10	45	16,418,300
Washington	7	201	8,897,424
West Virginia	2	6	165,086
Wisconsin	7	26	747,785
Wyoming	1	21	871,416
Guam		1	854,994
Virgin Islands		1	104,906
Total	323	4,116	250,090,913

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963

STATE OF ALABAMA		
Congressional district	Number of eligible applicants	Entitlement
At large (8)	52	\$5,642,144

STATE OF ALASKA		
Congressional district	Number of eligible applicants	Entitlement
At large (1)	25	\$8,347,671

STATE OF ARIZONA		
Congressional district	Number of eligible applicants	Entitlement
1	21	\$820,499
2	45	2,620,052
3	49	1,967,162
Total (3)	115	5,407,713

STATE OF ARKANSAS		
Congressional district	Number of eligible applicants	Entitlement
1	2	\$215,921
2	29	921,967
3	24	226,289
4	12	269,193
Total (4)	67	1,633,370

STATE OF CALIFORNIA		
Congressional district	Number of eligible applicants	Entitlement
1	43	\$1,789,150
2	69	790,668
3	14	3,502,868
4	34	3,056,242
5	1	1,078,515
7	3	1,169,948
8	7	1,284,397
9	21	1,196,204
10	18	942,581
11	13	596,116
12	27	2,206,470
13	38	3,684,736
14	19	1,116,895
15	10	445,198
16	12	656,685
17	5	324,825
18	17	1,899,040
19	6	222,853
20	1	17,622
21	5	351,473
22	3	204,650
23	3	112,584
24	11	1,044,498
25	7	260,641
26	4	89,486
27	1	1,314,730
28	40	3,197,961
29	17	1,182,758
30	46	2,981,300
31	5	4,675,863
32	8	1,850,581
33	23	1,193,128
Total (32)	531	44,440,666

STATE OF COLORADO		
Congressional district	Number of eligible applicants	Entitlement
1	1	\$1,390,058
2	17	2,076,911
3	23	3,422,504
4	16	412,834
Total (4)	57	7,302,307

STATE OF CONNECTICUT		
Congressional district	Number of eligible applicants	Entitlement
At large (1)		
1	9	\$233,219
2	35	1,940,690
3	2	138,537
4	3	217,530
5	2	27,847
Total (6)	51	2,557,823

STATE OF DELAWARE		
Congressional district	Number of eligible applicants	Entitlement
At large (1)	9	\$274,429

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963—Con.

STATE OF FLORIDA		
Congressional district	Number of eligible applicants	Entitlement
1	5	\$2,025,319
2	1	1,265,941
4	1	439,007
5	2	257,949
7	1	13,403
8	2	172,498
9	1	709
10	1	307,457
11	2	2,350,823
12	1	219,690
Total (10)	17	7,052,796

STATE OF GEORGIA		
Congressional district	Number of eligible applicants	Entitlement
1	7	\$503,801
2	6	615,953
3	17	1,911,767
4	3	151,590
5	3	328,337
6	12	739,444
7	8	892,157
8	5	242,391
9	5	76,569
10	5	724,684
Total (10)	71	6,186,693

STATE OF HAWAII		
Congressional district	Number of eligible applicants	Entitlement
At large (2)	1	\$5,218,011

STATE OF IDAHO		
Congressional district	Number of eligible applicants	Entitlement
1	23	\$374,840
2	24	1,469,021
Total (2)	47	1,843,861

STATE OF ILLINOIS		
Congressional district	Number of eligible applicants	Entitlement
4	3	\$42,701
6	1	46,832
12	25	1,681,800
13	2	155,137
14	13	273,350
15	6	30,727
16	9	79,186
17	11	133,571
18	1	6,237
19	6	308,013
21	13	117,621
22	8	97,170
23	2	32,575
24	22	1,009,996
Total (14)	122	4,896,916

STATE OF INDIANA		
Congressional district	Number of eligible applicants	Entitlement
2	1	\$18,196
3	1	6,622
5	12	437,205
6	8	74,968
7	27	276,833
8	13	135,579
9	26	160,396
10	3	13,256
11	3	240,771
Total (9)	94	1,363,826

STATE OF IOWA		
Congressional district	Number of eligible applicants	Entitlement
1	14	\$561,946
2	1	8,542
4	7	143,714
5	4	111,578
6	1	117,275
7	2	48,760
Total (6)	29	991,815

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963—Con.

STATE OF KANSAS

Congressional district	Number of eligible applicants	Entitlement
1.....	25	\$646,856
2.....	40	2,645,611
3.....	22	457,826
4.....	43	2,168,522
5.....	38	346,210
Total (5).....	168	6,265,025

STATE OF KENTUCKY

1.....	17	\$309,531
2.....	8	145,585
3.....	1	278,261
4.....	6	303,839
5.....	7	67,268
6.....	13	333,169
Total (6).....	52	1,437,653

STATE OF LOUISIANA

4.....	2	\$595,953
6.....	1	26,852
7.....	3	202,064
8.....	3	448,992
Total (4).....	9	1,273,861

STATE OF MAINE

1.....	38	\$904,915
2.....	35	1,336,525
Total (2).....	73	2,241,440

STATE OF MARYLAND

At large (1).....		
1.....	2	\$266,109
2.....	2	1,286,093
5.....	6	5,423,188
6.....	4	3,836,127
Total (5).....	14	10,811,517

STATE OF MASSACHUSETTS

1.....	21	\$698,563
2.....	9	1,390,534
3.....	25	912,900
4.....	11	303,896
5.....	19	966,194
6.....	24	352,763
7.....	10	579,652
8.....	3	207,318
10.....	6	105,639
11.....	11	618,403
12.....	35	1,334,534
Total (11).....	174	7,470,396

STATE OF MICHIGAN

At large (1).....		
2.....	1	\$10,182
3.....	5	192,769
7.....	15	404,471
9.....	8	67,280
10.....	3	353,696
11.....	15	426,904
12.....	12	455,730
16.....	2	34,260
Total (9).....	61	1,945,392

STATE OF MINNESOTA

1.....	1	\$3,656
2.....	1	7,977
3.....	4	129,302
4.....	1	32,353
6.....	2	24,486
7.....	12	254,196
8.....	7	155,041
Total (7).....	28	607,011

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963—Con.

STATE OF MISSISSIPPI

Congressional district	Number of eligible applicants	Entitlement
1.....	4	\$239,213
2.....	1	53,952
3.....	1	70,609
4.....	2	88,701
5.....	13	977,095
Total (5).....	21	1,429,470

STATE OF MISSOURI

1.....	1	\$50,707
2.....	7	315,904
4.....	42	1,572,183
6.....	8	52,321
7.....	20	119,845
8.....	27	840,455
9.....	7	110,172
Total (7).....	112	3,061,587

STATE OF MONTANA

1.....	32	\$298,696
2.....	50	2,081,833
Total (2).....	82	2,380,529

STATE OF NEBRASKA

1.....	13	\$924,009
2.....	8	1,704,002
3.....	19	330,610
Total (3).....	40	2,958,621

STATE OF NEVADA

At large (1).....	12	\$1,595,117
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STATE OF NEW HAMPSHIRE

1.....	32	\$1,300,065
2.....	8	115,653
Total (2).....	40	1,415,718

STATE OF NEW JERSEY

1.....	39	\$576,384
2.....	18	320,025
3.....	47	2,062,772
4.....	32	2,842,680
5.....	20	546,126
7.....	10	124,677
13.....	1	102,515
15.....	3	139,081
Total (8).....	170	6,714,260

STATE OF NEW MEXICO

At large (2).....	43	\$5,767,561
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STATE OF NEW YORK

1.....	44	\$1,159,370
2.....	17	514,679
3.....	3	105,157
4.....	4	405,109
5.....	3	31,696
25.....	2	14,740
27.....	12	539,902
28.....	6	115,009
29.....	20	777,201
30.....	27	987,433
31.....	6	119,521
32.....	20	1,263,113
33.....	8	193,490
34.....	1	156,057
35.....	10	242,774
38.....	5	61,115
40.....	3	158,089
Total (17).....	191	6,849,355

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963—Con.

STATE OF NORTH CAROLINA

Congressional district	Number of eligible applicants	Entitlement
1.....	6	\$147,804
3.....	11	1,704,395
7.....	7	1,061,570
8.....	1	13,308
11.....	2	56,957
Total (5).....	27	2,984,034

STATE OF NORTH DAKOTA

1.....	16	\$538,276
2.....	40	870,559
Total (2).....	56	1,408,835

STATE OF OHIO

At large (1).....		
1.....	1	\$2,476
2.....	6	116,306
3.....	13	1,693,067
4.....	3	27,720
5.....	7	138,656
6.....	22	343,668
7.....	26	1,220,722
8.....	2	18,517
10.....	18	135,034
11.....	3	67,872
12.....	13	2,172,215
13.....	3	23,204
14.....	1	13,812
15.....	1	6,191
17.....	11	194,601
19.....	2	13,008
23.....	5	183,835
Total (18).....	137	6,370,954

STATE OF OKLAHOMA

1.....	23	\$734,779
2.....	96	713,062
3.....	46	274,141
4.....	74	548,718
5.....	37	3,177,794
6.....	80	2,468,500
Total (6).....	356	7,916,994

STATE OF OREGON

1.....	16	\$222,099
2.....	31	535,543
3.....	2	33,388
4.....	23	376,097
Total (4).....	72	1,167,127

STATE OF PENNSYLVANIA

1, 2, 3, 4, and 5.....	1	\$2,431,077
6.....	3	27,741
8.....	15	517,885
9.....	22	520,194
10.....	3	24,465
12.....	22	446,734
13.....	4	174,305
15.....	7	49,526
16.....	35	818,998
17.....	1	12,796
18.....	1	29,975
19.....	29	721,714
23.....	1	303
24.....	1	1,464
27.....	2	27,391
Total (15).....	147	5,804,568

STATE OF RHODE ISLAND

1.....	13	\$1,503,458
2.....	9	618,700
Total (2).....	22	2,122,158

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963—Con.

STATE OF SOUTH CAROLINA

Congressional district	Number of eligible applicants	Entitlement
1.....	15	\$2,117,255
2.....	15	1,528,638
3.....	3	58,210
4.....	1	174,621
6.....	1	161,501
Total (5).....	35	4,040,225

STATE OF SOUTH DAKOTA

1.....	17	\$255,803
2.....	55	2,402,983
Total (2).....	72	2,658,786

STATE OF TENNESSEE

1.....	6	\$208,155
2.....	12	1,037,757
3.....	6	73,553
4.....	10	680,453
6.....	5	310,138
7.....	7	59,685
8.....	3	109,805
9.....	1	390,843
Total (8).....	50	2,870,394

STATE OF TEXAS

At large (1).....		
1.....	30	\$590,809
2.....	2	23,026
3.....	15	240,520
4.....	8	211,564
5.....	11	61,820
6.....	1	1,775
7.....	6	156,414
8.....	30	1,718,552
9.....	17	1,727,752
10.....	15	349,143
11.....	18	794,880
12.....	12	230,968
13.....	11	2,086,532
14.....	17	601,479
15.....	8	593,440
16.....	8	353,297
17.....	15	4,247,801
18.....	13	452,822
Total (19).....	237	14,442,599

STATE OF UTAH

1.....	11	\$1,272,290
2.....	4	1,526,756
Total (2).....	15	2,799,046

STATE OF VERMONT

At large (1).....	11	\$60,728
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STATE OF VIRGINIA

1.....	11	\$3,105,450
2.....	3	4,230,603
3.....	1	49,837
4.....	7	614,195
5.....	1	27,845
6.....	4	233,900
7.....	1	13,969
8.....	9	817,706
9.....	3	128,464
10.....	5	7,196,331
Total (10).....	45	16,418,300

Entitlements and number of eligible applicants, by congressional district, Public Law 874, as amended, fiscal year 1963—Con.

STATE OF WASHINGTON

Congressional district	Number of eligible applicants	Entitlement
1.....	5	\$879,492
2.....	36	1,077,307
3.....	41	480,952
4.....	50	1,673,987
5.....	36	911,303
6.....	21	3,298,888
7.....	12	575,495
Total (7).....	201	8,897,424

STATE OF WEST VIRGINIA

2.....	5	\$144,981
3.....	1	20,105
Total (2).....	6	165,086

STATE OF WISCONSIN

1.....	1	\$4,261
2.....	7	356,432
3.....	4	158,363
7.....	1	20,345
8.....	4	51,156
9.....	1	22,054
10.....	8	135,174
Total (7).....	26	747,785

STATE OF WYOMING

At large (1).....	21	\$871,416
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VIRGIN ISLANDS

	1	\$104,906
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GUAM

	1	\$854,994
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Federal funds obligated for construction of school facilities under Public Law 815 by congressional district, by State, fiscal year 1963

Congressional district	Number of projects	Total amount of Federal funds reserved
ALABAMA		
At large (8).....	5	\$758,131
ALASKA		
At large (1).....	4	1,419,988
ARIZONA		
1st.....	2	229,345
2d.....	4	695,826
3d.....	10	2,801,811
Total (3).....	16	3,725,982
ARKANSAS		
1st.....	1	94,990
2d.....	1	276,656
3d.....	3	168,299
Total (3).....	5	539,945

Federal funds obligated for construction of school facilities under Public Law 815 by congressional district, by State, fiscal year 1963—Continued

Congressional district	Number of projects	Total amount of Federal funds reserved
CALIFORNIA		
3d.....	1	\$291,787
4th.....	7	1,834,502
9th.....	1	48,910
12th.....	2	46,746
13th.....	9	2,099,891
15th.....	1	63,573
16th.....	2	276,977
18th.....	2	59,055
27th.....	1	275,125
33d.....	5	731,603
35th.....	4	534,095
37th.....	1	152,675
38th.....	1	425,165
Total (13).....	37	6,840,104
COLORADO		
2d.....	3	939,708
3d.....	3	1,381,611
4th.....	1	129,276
Total (3).....	7	2,450,595
CONNECTICUT		
At large (1).....		
2d.....	2	358,760
Total (2).....	2	358,760
FLORIDA		
2d.....	1	140,980
5th.....	1	344,125
Total (2).....	2	485,105
GEORGIA		
3d.....	1	509,295
IDAHO		
1st.....	1	37,500
2d.....	4	545,006
Total (2).....	5	582,506
ILLINOIS		
24th.....	3	809,067
INDIANA		
5th.....	1	312,745
IOWA		
7th.....	1	24,665
KANSAS		
1st.....	1	46,980
2d.....	2	140,882
5th.....	2	23,520
Total (3).....	5	211,382
KENTUCKY		
4th.....	1	33,000
LOUISIANA		
6th.....	1	351,390
MAINE		
1st.....	1	25,000
MARYLAND		
At large (1).....		
2d.....	1	475,310
5th.....	1	3,586,169
6th.....	2	3,125,830
Total (4).....	4	7,187,309
MASSACHUSETTS		
5th.....	1	319,850
12th.....	2	268,605
Total (2).....	3	588,455

Federal funds obligated for construction of school facilities under Public Law 815 by congressional district, by State, fiscal year 1963—Continued

Congressional district	Number of projects	Total amount of Federal funds reserved
MICHIGAN		
At large (1).....	1	\$317,817
10th.....	2	445,323
11th.....	1	21,875
12th.....	1	
Total (4).....	4	785,015
MINNESOTA		
8th.....	2	156,660
MISSISSIPPI		
1st.....	1	30,080
5th.....	1	46,000
Total (2).....	2	76,080
MISSOURI		
4th.....	2	80,664
7th.....	1	12,495
8th.....	1	30,590
Total (3).....	4	123,749
MONTANA		
1st.....	1	10,184
2d.....	3	794,651
Total (2).....	4	804,835
NEBRASKA		
2d.....	2	62,802
3d.....	2	81,500
Total (2).....	4	144,302
NEVADA		
At large (1).....	1	94,144
NEW JERSEY		
3d.....	2	265,252
4th.....	6	552,322
7th.....	1	24,940
Total (3).....	9	842,514
NEW MEXICO		
At large (2).....	4	561,386
NEW YORK		
27th.....	1	164,100
30th.....	1	416,200
32d.....	1	382,045
Total (3).....	3	962,345
NORTH CAROLINA		
3d.....	1	299,650
7th.....	2	624,917
Total (2).....	3	924,567
NORTH DAKOTA		
1st.....	2	196,732
2d.....	3	309,129
Total (2).....	5	505,861
OHIO		
At large (1).....	1	411,179
3d.....	3	455,190
7th.....	3	757,481
12th.....	2	74,370
17th.....	2	
Total (5).....	9	1,698,220
OKLAHOMA		
2d.....	2	29,430
4th.....	3	77,716
5th.....	5	587,505
6th.....	6	649,485
Total (4).....	16	1,344,136
OREGON		
2d.....	1	35,592
PENNSYLVANIA		
12th.....	1	44,010
RHODE ISLAND		
1st.....	1	144,894

Federal funds obligated for construction of school facilities under Public Law 815 by congressional district, by State, fiscal year 1963—Continued

Congressional district	Number of projects	Total amount of Federal funds reserved
SOUTH CAROLINA		
1st.....	2	\$647,443
2d.....	1	137,074
Total (2).....	3	784,522
SOUTH DAKOTA		
1st.....	1	34,080
2d.....	9	930,436
Total (2).....	10	964,516
TENNESSEE		
4th.....	3	302,815
6th.....	1	15,770
Total (2).....	4	318,585
TEXAS		
At large (1).....	1	95,375
1st.....	1	107,217
10th.....	2	178,215
11th.....	1	228,355
14th.....	3	452,040
16th.....	1	636,000
20th.....	1	
Total (7).....	9	1,697,202
UTAH		
1st.....	2	1,364,451
2d.....	2	727,849
Total (2).....	4	2,092,300
VIRGINIA		
1st.....	2	761,860
4th.....	1	31,144
8th.....	1	19,000
10th.....	1	154,620
Total (4).....	5	966,624
WASHINGTON		
2d.....	1	51,870
3d.....	5	270,959
4th.....	2	54,102
5th.....	7	282,802
6th.....	1	143,787
7th.....	1	96,151
Total (6).....	17	899,671
WEST VIRGINIA		
3d.....	1	75,000
WISCONSIN		
8th.....	1	1,478
WYOMING		
At large (1).....	3	69,855
VIRGIN ISLANDS		
.....	1	251,425
Grand total (120).....	235	44,583,912

Mr. MORSE. Mr. President, the other day, in connection with another matter, I was under the necessity of expressing my deep personal convictions to the Commissioner of Education upon the importance of elementary and secondary education in this Nation. I am sure the Commissioner appreciated my position on this matter, which related to what I believe to be a most needed change in our national legislative educational policy. But I would not want this day to go past without expressing to him the thanks of the committee for the tremendous help he has been to us on this bill.

Dr. Wilbur Cohen, Assistant Secretary of HEW, has aided us in every way and we are grateful for his help and for the strong support which we received from Secretary Celebrezze; but my particular thanks today go to Commissioner Keppel and his efficient legislative aids, Dr. Peter Muirhead and Dr. Samuel Halperin, both of whom have labored long in the vineyard with our staff that this bill could be brought to the Senate today.

Having made that statement, I want to say that Mr. Jack Forsythe and Mr. Charles Lee, and their assistants representing the majority, and Mr. Michael Bernstein, representing the minority, were of inestimable help to the members of the committee. I want to thank them for their dedicated and loyal public service.

I am grateful to them and I am grateful for the patient understanding and major help to the committee that was given by the administrative assistant of Senator PROUTY, Mr. Tom Hayes, and the executive assistant of Senator JAVITS, Mr. Allen Lesser. On behalf of the majority, I wish to express to each of these gentlemen my deepest appreciation, and to the members of the minority staff who sat with us in our hearings and who advised their principals in a highly professional manner, Mr. Michael Bernstein—whom I have already mentioned—and Mr. John Stringer, likewise goes my appreciation for their unfailing courtesy and, where appropriate, helpfulness.

Mr. President, S. 3060 received the favorable vote of all members of the committee except the Senator from Texas [Mr. Tower] and the Senator from Arizona [Mr. Goldwater]. They have filed individual views, which was printed with the committee report. In their views they enthusiastically recommend extension of Public Laws 814 and 874. They are opposed to all the other parts of the bill, but raised no objections to expediting getting the bill to the floor of the Senate. In fact, they helped by providing us promptly with their individual views.

I feel that we should now proceed to further consideration of the bill to permit the Senate to work its will upon it.

Mr. President, I have concluded my presentation and I suggest that the bill be open for amendment.

Mr. CARLSON. Mr. President, will the Senator yield?

Mr. MORSE. I am glad to yield to the Senator from Kansas.

Mr. CARLSON. First, I commend the distinguished Senator from Oregon for bringing the national defense education bill before the Senate today. I think he and the committee are entitled to much credit for presenting to the Senate a bill which I believe will be very important, not only in continuing the education of our youth, but in extending a program from which our States will benefit. I refer to both title I and title II of the bill.

However, I wish to ask the distinguished Senator from Oregon one ques-

tion. In our State we have had some interest and concern about securing funds for student nurse training. As I heard the Senator discuss the bill this morning, I did not hear that item mentioned. Is that item included in this bill or not?

Mr. MORSE. It is not in this bill. It is in a bill which deals with nurses training, which I understand will shortly be before the Senate. I am sure that early committee action will be taken. I hope that will be next week. The nurse loan provisions, however, are not in this bill.

Mr. CARLSON. It is not a part of the bill which the Senate is considering today?

Mr. MORSE. No; it is not part of the bill the Senate is considering today, but I give the Senator my assurance that he has no more enthusiastic supporter of that measure than the chairman of the Education Subcommittee. I have no doubt that the bill will be before the Senate for favorable action within the next week or very shortly thereafter.

Mr. CARLSON. I am glad to get that assurance on the nurse training program. That bill should come before the Senate and be acted upon in this session.

Mr. MORSE. I quite agree. It will receive action.

Mr. JORDAN of Idaho. Mr. President, will the Senator yield?

Mr. MORSE. I am glad to yield to the distinguished Senator from Idaho, who, as I said, has been of great help to the committee.

Mr. JORDAN of Idaho. I thank the Senator for his comment and for his able presentation of the proposed legislation.

The Senator from New York [Mr. JAVITS], also a member of the committee, will later make a statement commending the Senator for his able presentation and expressing his own personal views.

Mr. MORSE. I thank the Senator from Idaho, and through him, thank the Senator from New York. I shall thank him personally.

Mr. DOUGLAS. Mr. President, may I ask my good friend from Oregon if there is any provision in the bill to assist the cities in providing education for the vast numbers of fellow Americans, both black and white, who have been pouring into the cities during the past few years, who are educationally and culturally deprived and who constitute, in my judgment, a more severe task for the cities than did the creation of Government installations upon the areas of the country where they were installed 15 years ago.

Mr. MORSE. There is no special section in the bill covering those particular students. It is partly encompassed, however, in the opinion of some of us, in the adult education provisions of the anti-poverty bill. We think these and other education provisions of the antipoverty bill will be of help to this group of citizens.

Further, as the Senator knows, I have introduced a separate bill expanding the scope of Public Law 874 which would provide Federal assistance to our schools in the so-called slums or depressed areas of the cities of the country and to our rural slum areas also, which are im-

pacted with two classes of students whose parents are in limited income brackets.

We would provide payments to school districts based on one, the number of children whose parents are unemployed, and two, the number of children on whose behalf an aid to dependent children public welfare grant is made.

We have completed hearings on my bill. We hope to have committee action on it within the next 2 weeks. If enacted, and companion legislation is being considered by the House committee, we would expand the so-called impacted areas concept so that special assistance can be made available to school districts in those areas which are of special concern to the distinguished Senator.

Mr. DOUGLAS. This is highly desirable. As I remember it, the Senator from Minnesota [Mr. HUMPHREY] was the original author of the impacted areas bill in 1950 or 1951. It was designed to help localities into which Government installations had brought a large number of children before the tax base of the locality could rise to provide added tax income. It was said that since the Government was responsible for the coming of the children, it should assist in the cost of their education. That was desirable.

Of course, now, with the passage of time, at these defense installations, the number of private homes has increased and the taxable capacity of the localities has also risen. Therefore they are in a much better position than they were when the act was originally passed.

A new pressure has however fallen upon our cities, particularly as a result of the mobility of the population. We should be aware—though perhaps this is not fully appreciated throughout the country—that our cities are undergoing great population shifts and great population problems. Into the cities there has poured and is still pouring very large numbers of people from the South, who are displaced because of the mechanization of cotton picking and other causes which have forced both blacks and whites off the soil and into the cities. A great many of them come into Chicago on the Illinois Central Railroad. There are hundreds of thousands of them. They also come into New York. Large numbers are coming into Philadelphia and into Detroit and into virtually every major city in the country.

This has created grave problems for our cities, and we have seen the results of some of these problems in the riots in Harlem and in Rochester. I do not say this is the sole cause, but the cities of the North and West have been given a major job in trying to digest these large numbers, who have been educationally and culturally deprived.

This is a very severe problem for the cities. It is much more severe today than was the coming of the defense plants or defense installations in 1950 or 1951.

At the same time that this is happening in the cities, they are in a poorer position to meet the problem.

As the migrants from the South, both black and white, move into our major cities, the upper and middle income fami-

lies tend to move out to the suburbs. Therefore the cities are losing a large part of their taxable capacity, at the same time that they are called upon to meet the increased problems which are thrown upon them.

This is a situation which must be dealt with. I recognize that at this late hour, it is impossible to amend the bill from the floor, but it is a problem which the country should face, and should do so at the earliest opportunity, or we shall have many more Harlems and many more Rochesters.

In the past the cities have been the great Americanizing influences, which have enabled us to permit millions of immigrants from abroad to rise socially, educationally, and politically. They are now called upon to perform an even more difficult task of absorbing an internal migration with reduced resources.

I hope very much that Congress can deal with this problem at the earliest opportunity.

I know that there exists a strong prejudice against the big cities in both the country and in the Senate. But whether or not we move forward as a nation will depend largely upon how we deal with these difficulties in our cities.

President Conant in one of his books stated there were roughly a million young people between the ages of 16 and 21 in our cities who were not at school and not at work. He labeled these as the concealed social dynamite within our social structure. The figure of a million may be slightly overstated. At least there are three-quarters of a million.

We can deal with this problem partially in the antipoverty bill, which we passed and which I hope the House will pass. But we should also rethink our procedure with regard to Federal aid to education.

Instead of an overall distribution of Federal aid to the States, which will go to localities which do not particularly need the aid, I am inclined to believe that we should deal with the problem in a rifleshoot fashion, concentrating our Federal aid on the areas of need. This will include the cities. It will also include the areas in the country districts which have very low taxable capacity and where local real estate is unable to provide an adequate education for the children.

Though there is great criticism of the South, on the whole the South has spent a larger fraction of its income on education than many States in the North, and, in general, more than the countrywide average. The South cannot be taxed with unwillingness to pay for the cost of education. However, its taxable resources are comparatively limited.

Unless we try to deal with this great sea of the uneducated, we shall have increased trouble.

I know that the senior Senator from Oregon is very much concerned about this issue. Many of us have been concerned about it for a long time. The pending bill came to the floor very suddenly, at least suddenly so far as the Senator from Illinois is concerned. He did not have an amendment ready to deal with it. It would require careful draft-

ing, and, therefore, I shall not offer such an amendment to the pending bill.

I congratulate the Senator and his associates for their good work, so far as it goes. I hope that what I have presented as a future task will be one to which we shall speedily address ourselves, and not postpone it to the indefinite future.

Mr. MORSE. Mr. President, if the Senator had given last week the speech that he has given on the floor of the Senate today, he would have been completely justified in charging the Senator from Oregon with plagiarism. I am proud to say this, because of my great esteem for the Senator's leadership in education. Many of the points that the Senator from Illinois has just made on the floor of the Senate I made in committee a couple of days ago when Commissioner Keppel testified before us in presenting the administration's point of view, in this instance I think a most unfortunate point of view, with respect to the Morse-Dent bill.

The Morse bill, S. 2528, which I have already, by thumbnail sketch, outlined to the Senator, deals with this special metropolitan city problem in the slum areas, where the students to whom the Senator from Illinois has alluded are located. The administration took the position that consideration of this proposal ought to be postponed until a later date. But we do not intend to postpone it. We are going to get action on it in committee, and we are going to give the Senate an opportunity to stand up and act on it. I predict we will get it to the calendar and provide the Senate with an opportunity to consider it before Congress adjourns.

The House has already completed hearings on the bill. It is known as the Dent bill on the House side, and the Morse bill on the Senate side.

As I said to the Commissioner of Education, "The Department is usually ahead of Congress; but this time we are far ahead of the administration on this problem."

The rifleshot analogy or figure of speech that the Senator from Illinois used is most apropos. We must take a look at the particularly bad spots in the educational aid program.

That is why we are requiring, as we have a right to do, that the issue first be resolved in the Department of Health, Education, and Welfare, and that they give us a report on the administration of the impacted-areas legislation by June, 1965, because that is a rifleshot approach. We must examine the problem to find these areas that are now getting Federal aid but which can no longer be justified in receiving it. There are many other areas where such aid can be better justified than in the environs of some of our military or other Federal installations.

Because I know the Senator from Illinois joins me in the high regard we have for the Senator from Pennsylvania [Mr. CLARK], I think I ought to tell him of a whispered conversation we had while the Senator from Illinois was speaking. The Senator from Pennsylvania said, "I think you ought to tell PAUL that we wanted to

make that approach in this bill, but we did not have the votes."

We thought it was important to bring forth this bill and then push for S. 2528, the Morse bill and for the Dent bill, which deals specifically with the problem the Senator has in mind.

Mr. DOUGLAS. I thank the Senator from Oregon. His attitude is exactly as he has always shown it to the Senate. I hope our colleagues may take account of this problem, and that we may be able to get action, because it is badly needed. It may be the most conservative step to lessen the social disturbances which otherwise may grievously weaken the whole fabric of our society.

Mr. CLARK. Mr. President, I should like to add my voice to the voices of the Senator from Illinois and the Senator from Oregon in support of Federal aid to education in slum areas and underprivileged areas of our great cities. Senators will recall that such an approach was strongly recommended by the former president of Harvard, James B. Conant, in the splendid report he made on the whole problem of education several years ago. Such an approach was recommended in President Kennedy's first general aid to education bill in 1961, when the able junior Senator from Connecticut [Mr. RIBICOFF] was Secretary of the Department of Health, Education, and Welfare.

At that point, we found that because of the attitude of Senators who came from States where there were no such problems, it would be difficult to obtain funds.

I commend the Senator from Oregon for his persistence in moving ahead in this regard.

I know that the majority leader is impatiently waiting for me to take my seat so that the bill may be passed. I shall continue for only 60 seconds longer to say that the way we have to schedule legislation in the Senate now is one of the sad lessons of the civil rights filibuster. Here we are rushing through important legislation with very little time for its consideration. We try to water it down to get a consensus. We move swiftly, lest we fail to perform our clear obligation. I deplore the situation. Until the rules of procedure and the ways of doing the business of the Senate can be drastically changed, we shall be legislating as inefficiently on vitally important matters as we did on the Defense appropriation bill, the coffee bill, on the NDEA bill, and as we are about to do on the Hill-Burton bill. We did it also on two other measures yesterday that came before us so fast that I cannot remember at the moment what they were. One of them was the housing bill—the first housing bill in history to pass on a voice vote.

I tell my friend, the majority leader, that I am about to take my seat; but before doing so, I must commend the Senator from Oregon for his wise leadership, his patient attention to duty, and the first-class bill which, under great difficulty, he has brought to the floor of the Senate. I hope that within the next 30 seconds the bill will be passed.

Mr. MANSFIELD. Mr. President, I join wholeheartedly in what the distinguished Senator from Pennsylvania has said about the Senator from Oregon, who is in charge of the bill. He always shows managerial skill, broad knowledge, and high ability.

At the request of the distinguished junior Senator from Texas [Mr. TOWER], who is necessarily absent, I ask unanimous consent that the minority views of Senator TOWER, contained in the committee report on the National Defense Education Act, be printed at this point in the RECORD.

There being no objection the individual views were ordered to be printed in the RECORD, as follows:

INDIVIDUAL VIEWS OF MR. GOLDWATER AND MR. TOWER

We are opposed to all of the provisions of the committee bill except those in title II extending for a period of 2 years Public Laws 815 and 874 which deal with federally impacted areas.

When the National Defense Education Act was favorably reported in 1958 from the Committee on Labor and Public Welfare, Senator GOLDWATER in his minority views made the following comment:

"This bill and the foregoing remarks of the majority remind me of an old Arabian proverb: 'If the camel once gets his nose in the tent, his body will soon follow.'"

"If adopted, the legislation will mark the inception of aid, supervision, and ultimately control of education in this country by Federal authorities."

This prediction was confirmed in 1961 when the National Defense Education Act was further extended and its substantive provisions expanded in important respects. At that time we submitted our minority views and the position we took then is unqualifiedly relevant to the present committee bill which carries this expansion process even further. We quote from the opening paragraphs of those minority views:

"We oppose the bill reported by the committee amending the National Defense Education Act primarily because it constitutes a giant step in the direction of Federal control of our educational system and for the following reasons, as well:

"2. It departs further and further from the stated objective contained in the policy section of the act, to wit, to train more of our citizens in science, mathematics, and modern foreign languages in order to strengthen the national defense.

"3. Although the act was originally adopted on a temporary basis to meet an alleged defense emergency, the committee bill makes significant provisions of the act permanent without sufficient information to justify such extension, and at the risk of stifling private and other institutional sources of educational assistance.

"4. It abounds in discrimination, inconsistencies, and inequities.

"5. It has been made a vehicle for securing adoption of provisions, programs, and educational schemes which are totally unrelated to the purposes of the act, and which either standing alone, or embodied in more relevant legislation, would receive short shrift from the Congress.

"6. It fails to include, or includes inadequately, provisions directly related to defense, provisions far more essential to the security of the Nation than some of those contained in the bill as reported.

"7. It fails to include adequate safeguards against using our schoolchildren as captive and involuntary guinea pigs for purposes of experimentation wholly unrelated to the true objectives of education.

"8. It fails to provide adequate safeguards against the kind of administration of the act, which during the period of almost 3 years since the act became effective, has resulted in serious departures from the purposes of the act."

As we have indicated, the committee bill carries this development even further. With its enactment, the National Defense Education Act would be transformed into a program which approximates a species of general Federal aid to education, and in which the provisions related to the national defense have become the less important portion of the legislation. To paraphrase a well-known expression, what we are witnessing is the slow but relentless advent of Federal regulation of education carried out on the installment plan and seeking to remain undetected under the protective cloak of national defense.

Title II which extends for 2 years Public Laws 815 and 874 providing aid for federally impacted areas has no business in the committee bill, being totally unrelated to any of its other provisions. Its inclusion appears designed to make it difficult for those who support Public Laws 815 and 874 to vote against the bill. These two laws which have been on the statute books for many years, enjoy broad support in the Congress and includes many who are unenthusiastic about or are opposed to Federal aid to education. We regard these two statutes, and our view is widely shared, not as Federal aid to education but as Federal payments in lieu of State and local taxes.

In conclusion we would like to say that all forms of financial assistance for education by the Central Government would be rendered superfluous if the Congress were to adopt a program of tax credits, as recommended in the Republican platform of 1964, one form of which was narrowly rejected by the Senate in the last session. We are optimistic that the tax credit approach will ultimately prevail.

BARRY GOLDWATER.
JOHN G. TOWER.

Mr. MANSFIELD. Mr. President, I move to include at the appropriate places in titles 3 and 6 the term "industrial arts."

Mr. MORSE. Mr. President, I plead with the Senator from Montana not to press for that amendment, for these reasons. We have considered this provision. While many of us might favor it at another time, I feel there is no chance of getting it through my subcommittee now. There is little chance, if any, of getting it through conference. If the bill is passed in its present form, there is a strong possibility that it will not be necessary to have a conference. If this amendment were to be included, it would be necessary to go to conference, and in my judgment the House would not consider the amendment. The House committee has rejected it. Strong representations have been made to me, as chairman of the subcommittee, by spokesmen of the House that under no circumstances will the House accept this amendment. I do not believe in going through wasted motion. There is no chance of having the amendment adopted. We have already gone a long way down this road in the vocational education bill, now a law. We have done much for industrial arts in the Vocational Education Act.

I urge the majority leader not to press for this amendment. Take my word for it that we would be wasting our time if

we tried to have it adopted. It would set back the whole program.

Mr. MANSFIELD. Of course, I will accede the reasonable request made by the Senator from Oregon. I am glad to know that we have gone a long way down the road of vocational education.

I should like the assurance of the Senator from Oregon that the question of industrial arts per se will be given further emphasis in the period ahead.

Mr. MORSE. I give the majority leader my assurance that I will join in offering it as an amendment to the NDEA Act next year, so that hearings can be held on it. We have not had an opportunity to hold full hearings on the proposal since much of the support for it has been generated since our S. 580 hearings last year. I am confident that the proponents of the proposal can make a strong case and I would want to have it, through hearings, as a base for future action in this area.

Mr. MANSFIELD. As the Senator knows, the distinguished Senator from Indiana [Mr. BAYH] is extremely interested in industrial arts.

Mr. MORSE. I understand. I will join in offering such an amendment next year.

EDUCATION BILLS IMPORTANT FOR ALASKA'S PROGRESS

Mr. BARTLETT. Mr. President, I rise in support of S. 3060, a bill reported by the Committee on Labor and Public Welfare which extends for 3 years the National Defense Education Act and existing-impacted areas education legislation. The measure is of utmost importance to my State and the Nation, and I strongly urge Senate approval.

President Kennedy once called education "the keystone in the arch of freedom and progress." It is a vital component in our people's well-being and in the strength and vitality of our Nation. The age in which we are living places few demands upon us as urgently as the demand for educational excellence.

The NDEA during its 6 years of operation has proved itself to be among the best conceived of recent congressional programs. There can be little doubt that it has prompted hundreds of colleges to set up loan programs and has enabled thousands of students to obtain a college education. In 1958 only 100 colleges had loan programs of even modest dimensions. Since NDEA's adoption this number has been increased fifteenfold. Commissioner of Education Keppel has testified that through fiscal year 1963 more than 497,000 students, including 325,000 prospective teachers, borrowed approximately \$325 million from the student loan funds of 1,526 colleges and universities.

Alaska's colleges and college students have shared greatly in NDEA's benefits. Our institutions of higher learning—Alaska Methodist University, Sheldon Jackson Junior College, the University of Alaska, and the university's five community branches—have been enabled to extend 274 student loans and 6 graduate fellowships, totaling some \$216,895. During fiscal year 1964 alone, 92 loans and 4 fellowships were made available, totaling \$110,055.

The circumstances which made the original adoption of the NDEA a necessity make its continuation and expansion even more imperative. Modern life and work, more than ever, demand a college education. Yet college doors continue to be barred for many because of the rising college costs. In the academic year 1962-63 the average direct cost of attending a State school was \$1,480. The figure was \$2,240 for private colleges. This is more than one-third of the average American's yearly income of \$6,000. It is no wonder that, as Commissioner Keppel has testified:

Each year more than 100,000 high school graduates with high aptitude and interest in college fail to continue their education because of financial inability.

It is no wonder that 51.8 percent of the boys and 74.8 percent of the girls, who are in the second quartile in college aptitude and whose families have an income of less than \$3,000, fail to enter college. In families with incomes of \$12,000, over 75 percent of the children of comparable aptitude are able to attend. Nor is it any wonder that 40 percent of those who enter college fail to graduate. Of course, other factors are involved, but economic difficulties play all too prominent a role.

These figures point to educational deprivations, to inequalities of opportunity, and to manpower and talent losses we can ill afford.

Again, let us glance at some figures for Alaska. Out of 1,625 high school graduates in 1963, only 764—or 47 percent—entered college. University of Alaska enrollment data reveals an attrition rate of over 50 percent between the freshman and senior years.

NDEA has helped, but we must do more. I am pleased to be a cosponsor of S. 2490, introduced by Senator HARTKE. This comprehensive college student aid measure includes a loan-insurance provision and a program of undergraduate scholarships. I hope this bill will receive the attention of the Senate before the session ends.

The Economic Opportunity Act contains a work-study provision that would permit colleges to expand their supply of part-time jobs. The Nurse Training Act, which has been passed by the House and is awaiting Senate consideration, would institute a loan program for nursing students and enlarge the present program of traineeship grants for advanced students.

Now we must pass S. 3060, extending and expanding the NDEA student loan program.

It would increase the funds authorized for student loans from the present \$135 million a year to \$145 million in fiscal year 1965, to \$165 million in 1966, to \$180 million in 1967, and to \$195 million in 1968. Thus, more of the students and institutions which are needing and requesting NDEA funds could be accommodated.

The bill would also allow the inclusion of part-time students under the student loan program. Certain nonprofit, accredited business schools would be enabled to participate. This would offer

assistance to numerous people who are seeking to advance their learning and skills through night school or summer sessions, often while supporting a family. In Alaska it should be of particular help to those students taking advantage of the State University's extension courses.

The loan ceiling for graduate and professional students would be increased from the present \$1,000 to \$2,500 annually and from \$5,000 to \$10,000 in the aggregate. Such a provision is realistic in the light of rising graduate school fees and the numerous responsibilities graduate students must frequently assume.

Another amendment, and one wholly consistent with the National Defense Education Act's aim of teacher recruitment, would extend the act's 50-percent forgiveness provisions to students who later teach in private elementary and secondary schools or in institutions of higher education.

Finally, the bill would expand the graduate fellowship program of the National Defense Education Act. Stairstep increases would result in 10,000 fellowships being offered annually by 1967.

Although National Defense Education Act's best known feature is probably its college student loan program, the act has been of great benefit to our public elementary and secondary schools as well. For example, under title III of the National Defense Education Act, the Alaska State Department of Education has received some \$365,886 in grants on a 50-50 matching basis for the purpose of improving public school instruction in science, mathematics, and modern foreign languages. Funds under this title have financed the purchase of laboratory apparatus, audiovisual equipment, and printed materials, and the remodeling of classrooms and instruction facilities. The bill before us would extend this program 3 years and add the vital fields of English, remedial reading, geography, civics, and history to the areas it includes.

Title V of the National Defense Education Act provides funds on a 50-50 matching basis for States which develop programs of testing, guidance, and vocational and academic counseling. It seems to me that such programs would assist in alleviating the dropout problem and encouraging able students to continue in college. Both problems are serious in Alaska. As I have previously mentioned, our high school dropout rate is a high 36 percent. Only 49 percent of our high school graduates enter college. Our State has already received \$116,840 under title V and has a great stake in the continuation and expansion of the counseling and guidance program. This the committee bill would accomplish, including in its coverage elementary schools and public junior colleges as well as high and junior high schools.

The bill's NDEA amendments would also continue the program of grants and training allowances for short-term training institutes in guidance counseling, and would expand the section to cover courses for librarians and educational media specialists.

Finally, NDEA's title X program, which finances State educational studies and statistical services, would be continued and improved. This is a program under which Alaska has received \$118,400 since 1958.

The second major section of the committee's bill would continue for 3 years the provisions of Public Laws 815 and 874. The first of these provides school construction assistance; the second relieves the expenses of schools operating in Federal impact areas. This helps such areas to care for increased student enrollments due to Federal activity.

These programs have been in effect since 1950. The aid they have brought to Alaska has been both generous and vitally important. From 1950 to 1963 Alaska school districts have received \$48,608,572 for operating expenses, \$18,114,768 for on-base construction of facilities and \$12,838,691 for construction of buildings in communities. It is estimated that Alaska will receive grants for fiscal year 1964 which total \$9,529,620 for school operations and \$3,356,149 for school construction on the bases of the armed services, the Federal Aviation Agency, other Government agencies, and communities. This assistance has enabled Alaska to provide an educational system that is among the finest in the Nation.

The committee bill also calls on the Commissioner of Education to suggest by June 30, 1965, such changes in existing law as he thinks warranted. As successful and workable as the impacted areas plan has been, I believe the committee was wise in asking for this study.

Mr. President, the National Defense Education Act and Public Laws 815 and 874 have proved their worth, to my State and to the Nation. I commend the committee for the 3-year extensions and the strengthening amendments they have suggested. We must at least enact this bill. And I hope we shall do more before this session ends.

Mr. BAYH. Mr. President, I want to express my appreciation to the majority leader for his intercession in behalf of aid to industrial arts education.

In view of the assurances which the Senator from Oregon has given, I personally will not insist now on this amendment. I want to emphasize, however, my disappointment that the 1964 legislation does not include aid to this deserving branch of education, and my hope that this deficiency will be corrected in the next Congress.

Industrial arts is the only curriculum area in general education devoted primarily to the interpretation of industry, which is the most dominant characteristic of our society. It helps students to prepare for living in an industrial democracy and provides a foundation for specific occupational and educational opportunities. Thus, the future scientist, engineer, technician, and workman gains an insight into the requirements which he has to value once he chooses his future occupation.

Industrial arts greatly contribute to all ability levels as evidenced in a study being conducted by the U.S. Office of

Education. A 10 percent sampling reveals that 46 States offer industrial arts for upper ability students, and 25 States have industrial arts for slow students. In the school year 1948-49, the enrollment of students studying industrial arts courses totaled 1,762,242. The U.S. Office of Education estimates that over 3,500,000 students are currently studying industrial arts courses.

Despite the great increase in student enrollment, the number of earned degrees—bachelor—in industrial arts education declined from 3,750 in 1958-59 to 3,376 in 1961-62. In a survey of industrial arts teacher education programs in 1958, Marshall L. Schmitt, specialist for industrial arts, U.S. Office of Education, found that only 61 percent of the college graduates of industrial arts went into teaching. The remaining graduates went into industry and military service. These statistics show the tremendous pressures placed upon industrial arts programs to meet the needs of the rapidly rising school population with fewer qualified teachers. The survey indicates that many industrial arts programs are being taught by teachers who hold substandard certificates. These teachers are expected to continue their study in order to become qualified in this field. To strengthen further the industrial arts programs, most school systems encourage and require their teachers to pursue graduate work and eventually obtain a higher degree. The shortage of industrial arts teachers, evidenced by a recent survey reported on the following pages, has created a large gap that will seriously impair the industrial arts program unless we can upgrade our personnel. Since industrial arts is the study of industrial materials, products, and processes, and the problems related to our technical society, it is imperative that our teachers continually seek new content and better methods of presenting modern industrial concepts and ideas to the American youth.

The following survey illustrates the shortages of industrial arts teachers as reported by a joint group of State supervisors of industrial arts and teacher educators during the AIAA annual convention, held in Washington, D.C., March 30-April 3, 1964:

RANDOM SAMPLES OF 11 STATES REPORTING SHORTAGES OF INDUSTRIAL ARTS TEACHERS FOR THE SCHOOL YEAR 1963-64

California: Eleven colleges produced 250 graduates. State needs 500 per year. Teacher supply only one-half of need.

Florida: State colleges produce only one-third of State need for industrial arts teachers. In September 1963, 25 industrial arts classes had to be closed because of lack of teachers.

Georgia: Georgia colleges graduated 40 industrial arts teachers in 1963. Twenty entered teaching (others went into industry). State need was about 60 teachers or three times supply.

Indiana: In September 1963, 40 industrial arts classes had to be left unfilled because of shortage of industrial arts teachers.

Maryland: State university and colleges in 1963 could supply only 20 percent of industrial arts teachers requested by local boards of education.

Massachusetts: Colleges in Massachusetts graduated 37 industrial arts teachers in 1963. Approximately 40 percent went into industry. State requirement of industrial arts teachers was between 50 and 60 new teachers.

Michigan: The seven universities and colleges which have teacher education programs in industrial arts could supply only one-third of the requests of superintendents of schools in 1963.

New Jersey: In 1963, New Jersey graduated 87 industrial arts teachers. The State required 200 teachers. In 1963, 163 industrial arts teachers were on emergency certificates.

New York: In New York City alone there is a current shortage of 100 industrial arts teachers. In upper-State New York, 50 or more industrial arts teachers are working on a temporary, unlicensed certificate.

North Carolina: In the depressed Appalachian county where industrial arts is badly needed, there are no industrial arts teachers because of lack of funds. At Appalachian State Teachers College only 14 industrial arts teachers graduated in 1963, but the requests totaled 150.

Pennsylvania: In 1963, 15 percent of the industrial arts laboratories were closed or filled with unqualified teachers. Philadelphia, where industrial arts is so badly needed to help eliminate the dropout problem, had a shortage of approximately 50 industrial arts teachers in 1963.

In view of these facts I regret very much that it is impossible to secure an amendment to section 611(a), to include industrial arts as a field eligible for institutes for advanced study, and I hope that next year Congress will give serious consideration of alleviating this critical need.

Mr. COOPER. Mr. President, as a cosponsor of the original National Defense Education Act of 1958, and as one who has spoken and voted in the Senate for its extension since that time, I want to express my support for S. 3060, the bill which is before us today. As one who has also, during my service in the Senate, supported Public Law 815 and Public Law 874, which are so important to our local public schools in federally impacted areas, I am glad that this bill makes provision for extending these laws through June 30, 1967, so that our school districts can plan their costs and obligations accordingly.

I am pleased that the 3-year extension of the National Defense Education Act, to June 30, 1968, as proposed in S. 3060, includes provision for additional educational needs which bear upon the development of the mental resources of our young men and our young women, and upon the continuing security of our Nation. These resources are the future strength of our Nation, and they will be materially improved especially by the provision of this bill which authorizes a training and institute program for teachers of English, remedial reading, history, geography and civics, and by assistance to those preparing to become school librarians or educational media specialists.

Just as thousands of students and teachers in my own State of Kentucky, in dozens of schools and colleges there, have already benefited from existing provisions of the National Defense Education Act, so many others in Kentucky and across the country can benefit from the improvement in the vital preparation for

teaching our native language, and for teaching these other subjects which are so important in helping our young people to learn about the world around us, and in promoting effective citizenship for future generations. I think S. 3060 is a good bill, and I hope the Senate will pass it today.

The PRESIDING OFFICER. The bill is open to amendment. If there be no amendments to be proposed, the question is on the engrossment and third reading of the bill.

The bill (S. 3060) was ordered to be engrossed for a third reading, read the third time, and passed, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I—AMENDMENTS TO NATIONAL DEFENSE EDUCATION ACT OF 1958

Part A—Loans to students in institutions of higher education

Definition Amendment

SEC. 101. The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by striking out "private" and by striking out "(3)."

Appropriations Authorized

SEC. 102. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out "and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education" and inserting in lieu thereof "\$145,000,000 for the fiscal year ending June 30, 1965, \$165,000,000 for the fiscal year ending June 30, 1966, \$180,000,000 for the fiscal year ending June 30, 1967, and \$195,000,000 for the fiscal year ending June 30, 1968, and such sums for the fiscal year ending June 30, 1969, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1968, to continue or complete their education".

Allotments to States

SEC. 103. Section 202 of the National Defense Education Act of 1958 is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1968".

Payment of Federal Capital Contributions

SEC. 104. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is amended by striking out subsection (b) and by striking out "(a)" after "SEC. 203."

Conditions of Agreements

SEC. 105. (a) Paragraph (4)(B) of section 204 of the National Defense Education Act of 1958 is amended to read as follows: "(B) other students with a superior academic background; and".

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

Terms of Loans

SEC. 106. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

"(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed

\$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student."

(b) (1) Paragraph (1) of subsection (b) of such section 205 is amended to read as follows:

"(1) such a loan shall be made only to a student who (A) is in need of the amount of the loan to pursue a course of study at such institution, and (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study, and (C) has been accepted for enrollment as a student in such institution or, in the case of a student already attending such institution, is in good standing there either as an undergraduate, graduate, or professional student, and (D) is carrying at least one-half the normal full-time academic workload as determined by the institution;"

(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out "and (D)" and inserting in lieu thereof the following: "(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)".

(3) Paragraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be canceled for service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service."

(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: "in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)".

(c) The amendment made by subsection (a) shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment.

Distribution of Assets From Student Loan Funds

SEC. 107. Section 206 of the National Defense Education Act of 1958 is amended by striking out "1969" wherever it appears therein and inserting in lieu thereof "1972".

Part B—Financial assistance for strengthening instruction in science, mathematics, modern foreign languages, and other critical subjects

Extension of Title

SEC. 111. Title III of the National Defense Education Act of 1958 is amended by striking "TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION" as it appears as the heading of that title, and inserting in lieu thereof:

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS"

Appropriations Authorized

SEC. 112. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

"Appropriations Authorized

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$90,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment (suitable for use in providing education in science, mathematics, history, civics, geography, modern foreign language, English, or remedial reading), but excluding supplies which are consumed in use, and for minor remodeling described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$10,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

Allotments to States

SEC. 113. (a) The second sentence of subsection (a) (2) of section 302 of the National Defense Education Act of 1958 is amended by striking out "as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959" and inserting in lieu thereof "between July 1 and August 31 of each even-numbered year beginning with calendar year 1964".

(b) The third sentence of such subsection is amended to read as follows: "Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965."

(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out "\$20,000" wherever it appears therein and inserting in lieu thereof "\$50,000".

State Plans

SEC. 114. (a) Clause (A) of section 303(a) (1) of the National Defense Education Act of 1958 is amended to read as follows: "(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment, and printed and published materials (other than textbooks), suitable for use in providing education in science, mathematics, history, civics, geography, modern foreign language, English, or remedial reading in public elementary or secondary schools, or both, and of testing equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and".

(b) Paragraph (5) of section 303(a) is amended by striking out "and modern foreign languages" and inserting in lieu thereof "history, civics, geography, modern foreign languages, English, and remedial reading".

Payments to States

SEC. 115. The second sentence of subsection (b) of section 304 of such Act is amended by striking out "five" and inserting in lieu thereof "eight".

Interest Rates

SEC. 116. Paragraph (3) of subsection (b) of section 305 of such Act is amended by striking out "as of the last day of the month" and inserting in lieu thereof the following: "as computed at the end of the fiscal year next".

Part C—Fellowships

Number of Fellowships

SEC. 121. Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:

"Number of Fellowships

"SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed five thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed seven thousand five hundred such fellowships, and during each of the two succeeding fiscal years, he is authorized to award not to exceed ten thousand such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years."

Award of Fellowships and Approval of Institutions

SEC. 122. (a) The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958 is amended to read as follows: "Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one-third of such fellowships awarded during the fiscal years ending June 30, 1965, and June 30, 1966, and not less than 2,500 for each fiscal year thereafter, shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c). The second sentence of subsection (a) of such section is amended by striking out ", and" at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof.

(b) Section 403(b) of such Act is amended by striking out "under this title" and inserting in lieu thereof "as described in clause (1) of the first sentence in subsection (a)", and by inserting before the period at the end thereof the following: ", and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education".

(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

"(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

"(d) No fellowship shall be awarded under this title for study at a school or depart-

ment of divinity. For the purposes of this subsection, the term 'school or department of divinity' means an institution or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects."

(d) The amendments made by this section shall become effective July 1, 1964.

Fellowship Stipends

SEC. 123. (a) Section 404(a) of the National Defense Education Act of 1958 is amended (1) by striking out "after the baccalaureate degree", and (2) by adding at the end thereof the following: "The stipend for any such person for any such academic year shall, if, prior to such year, he has had two or more academic years of teaching experience at a college or university, be increased to the extent provided in accordance with regulations of the Commissioner based on the length of such experience and such other factors as the Commissioner deems relevant to the objectives of this title; except that the amount of such stipend for any academic year of study may not exceed \$4,800 plus \$400 for each of his dependents. Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents."

(b) The amendment made by this section shall apply in the case of stipends and allowances under section 404(a) of such Act which are paid with respect to periods in academic years beginning after the enactment of this Act.

Part D—Guidance, counseling, and testing; identification and encouragement of able students

Appropriations Authorized

SEC. 131. Section 501 of the National Defense Education Act of 1958 is amended by striking out "and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year," and inserting in lieu thereof "\$17,500,000 for the fiscal year ending June 30, 1964, \$25,000,000 for the fiscal year ending June 30, 1965, \$25,500,000 for the fiscal year ending June 30, 1966, \$32,500,000 for the fiscal year ending June 30, 1967, and \$37,500,000 for the fiscal year ending June 30, 1968".

State Plans

SEC. 132. Paragraphs (1) and (2) of section 503(a) of the National Defense Education Act of 1958 are amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

"(2) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutes

of higher education, and enter such institutions."

Payments to States

SEC. 133. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out "five" and inserting in lieu thereof "eight".

(b) Section 504(b) of such Act is amended by striking out "who are not below grade 7," and by striking out "six" and inserting in lieu thereof "nine", and by inserting after "schools" the first time it appears the following: "or junior colleges or technical institutes."

Junior Colleges and Technical Institutes

SEC. 134. Title V of the National Defense Education Act of 1958 is amended by inserting after section 504 the following new section:

"Definitions

"SEC. 505. For the purposes of this title, the term 'junior colleges or technical institutes' means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor's degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge, and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located."

Counseling and Guidance Training Institutes

SEC. 135. Section 511 of such Act is amended to read as follows:

"Authorization

"SEC. 511. (a) There are hereby authorized to be appropriated \$6,250,000 for the fiscal year ending June 30, 1959, \$7,250,000 for the fiscal year ending June 30, 1960, and for each of the four succeeding fiscal years, and \$10,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are engaged, or are teachers preparing to engage in counseling and guidance of students in elementary or in secondary schools or in institutions of higher education including junior colleges and technical institutes as defined in section 505.

"(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

Part E—Language development and institutes for advanced study in teaching certain critical subjects

Extension of Title

SEC. 141. (a) Title VI of the National Defense Education Act of 1958 is amended by striking "TITLE VI—LANGUAGE DEVELOPMENT" as it appears as the heading of that title, and inserting in lieu thereof, "TITLE VI—LANGUAGE DEVELOPMENT AND INSTITUTES FOR ADVANCED STUDY IN TEACHING CERTAIN CRITICAL SUBJECTS".

(b) Section 601 of the National Defense Education Act of 1958 is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1968".

(c) Section 603 of such Act is amended to read as follows:

"Appropriations Authorized

"SEC. 603. There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, and \$16,000,000 for the fiscal year ending June 30, 1967, and \$18,000,000 for the fiscal year ending June 30, 1968, to carry out the provisions of this part."

Institutes for Advanced Study in Teaching Certain Critical Subjects

SEC. 142. Effective July 1, 1964, part B of title VI of the National Defense Education Act of 1958 is amended to read as follows:

"Part B—Institutes for advanced study in teaching certain critical subjects

"Authorization

"SEC. 611. (a) There hereby authorized to be appropriated \$30,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are or are preparing to become school librarians or educational media specialists, or who are engaged in or are preparing to engage in the teaching, or supervising or training of teachers, of history, civics, geography, modern foreign languages, English, or remedial reading in elementary or secondary schools.

"(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

Part F—Utilization of television, radio, motion pictures, and related media for educational purposes

Extension of Program

SEC. 151. Section 763 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "nine succeeding fiscal years".

Part G—Miscellaneous State Administration

SEC. 161. (a) Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended by inserting before the semicolon "and will keep such records and afford such access thereto as are necessary to assure the correctness and verification of such reports".

(b) Subparagraph (3) of such section 1004(a) is amended by striking out "disbursement" and inserting in lieu thereof "application".

Extension of Statistical Services Program

SEC. 162. (a) Subsection (a) of section 1009 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "nine succeeding fiscal years".

(b) Such section 1009 is further amended by redesignating subsections (b), (c), and (d) as subsections (c), (d), and (e), respectively, and by inserting after subsection (a) the following new subsection:

"(b) (1) From the sums appropriated pursuant to subsection (a) for any fiscal year the Commissioner shall allot to each State

(not including the Canal Zone, Guam, American Samoa, or the Virgin Islands) \$50,000, and to the Canal Zone, Guam, American Samoa, or the Virgin Islands \$25,000, and from the balance then remaining shall allot to each State an additional amount which bears the same ratio to such balance as the school-age population of such State bears to the total of the school-age populations of all the States, except that of such balance no State may receive an amount in excess of (A) \$125,000 or (B) 10 cents multiplied by the school-age population of the State, whichever is the smaller. Any portion of such balance which, by reason of the application of the limitations in clauses (A) and (B) of the preceding sentence, remains after allotments (or reallocations) have been made under such sentence shall be reallocated among the States to which the limitations in such clauses do not apply, in proportion to the original allotments to such States under the preceding sentence, but subject to the limitations in such clauses.

"(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out programs under subsection (c) shall be available for reallocation from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under paragraph (1) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such programs for such year and subject to the limitations in clauses (A) and (B) of paragraph (1) and the total of such reductions shall be similarly reallocated among the States whose proportionate amounts were not so reduced. Any amount reallocated to a State under this paragraph during such year shall be deemed part of its allotment under paragraph (1) for such year."

(c) The subsection of such section 1009 herein redesignated as subsection (c) is amended by striking out "improving" in clause (1), by inserting "and maintenance" after "development" in clause (2), by striking out "improving methods for" in clause (4), and by striking out "\$50,000" and inserting in lieu thereof "its allotment for such year" in the last sentence thereof.

(d) The subsection of such section 1009 herein redesignated as subsection (d) is amended by striking out "(1) only to the extent it is a new program or an addition to or expansion of an existing program, and (2)", and by striking out "(d)" and inserting in lieu thereof "(e)".

Part H—Amendments of Table of Contents Table of Contents

SEC. 171. The table of contents of the National Defense Education Act of 1958 is amended—

(1) by striking out

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION"

and inserting in lieu thereof

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS";

(2) by inserting after

"Sec. 504. Payments to States." the following:

"Sec. 505. Definitions.":

(3) by striking out

"TITLE VI—LANGUAGE DEVELOPMENT"

and inserting in lieu thereof

"TITLE VI—LANGUAGE DEVELOPMENT AND INSTITUTES FOR ADVANCED STUDY IN TEACHING CERTAIN CRITICAL SUBJECTS"; AND

(4) by striking out

"Part b—language institutes"

and inserting in lieu thereof

"Part B—institutes for advanced study in teaching certain critical subjects".

TITLE II—FEDERALLY AFFECTED AREAS

Amendments to Public Law 815

SEC. 201. (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out "1965" and inserting in lieu thereof "1967".

(b) Subsection (b) of section 14 of such Act is amended by striking out "1965" each time it appears therein and inserting in lieu thereof "1967".

(c) Paragraph (13) of section 15 of such Act is amended by inserting "the District of Columbia," after "Guam,".

(d) Paragraph (15) of section 15 of such Act is amended by striking out "1962-1963" and inserting in lieu thereof "1964-1965".

Amendments to Public Law 874

SEC. 202. (a) Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out "1965" each place where it appears and inserting in lieu thereof "1967".

b) Section 9(8) of such Act is amended by inserting "the District of Columbia," after "Guam,".

Comprehensive Study

SEC. 203. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

Mr. MORSE. Mr. President, I move that the Senate reconsider the vote by which the bill was passed.

Mr. CLARK. I move to lay that motion on the table.

The motion to lay on the table was agreed to.

Mr. MORSE. Mr. President, I ask that the bill be printed as passed.

The PRESIDING OFFICER. Without objection, it is so ordered.

HOSPITAL AND MEDICAL FACILITIES AMENDMENTS OF 1964

Mr. MANSFIELD. Mr. President, I move that the Senate proceed to the consideration of Calendar No. 1210, H.R. 10041.

The PRESIDING OFFICER. The bill will be stated by title.

The CHIEF CLERK. A bill (H.R. 10041) to improve the public health through revising, consolidating, and improving the hospital and other medical facilities provisions of the Public Health Service Act.

The PRESIDING OFFICER. The question is on agreeing to the motion of the Senator from Montana.

The motion was agreed to; and the Senate proceeded to consider the bill.

Mr. HILL. Mr. President, H.R. 10041 would extend for 5 additional years the hospital and medical facilities construction program of the Public Health Service that authorizes Federal funds to be allocated to the States to pay part of the costs of constructing public and other nonprofit hospitals, public health centers, long-term care facilities, rehabili-

tation facilities, and diagnostic or treatment centers.

For the construction of hospitals and public health centers and the modernization of health facilities, a total of \$840 million is authorized to be appropriated over the 5 fiscal years 1965-69. Of that total, \$680 million is designated for hospitals and public health centers and \$160 million is designated for modernization. But up to \$530 million of the hospital and public health center funds could be transferred to modernization, depending on the extent to which the States determine such transfer would better carry out the purposes of the title.

In other words, this \$690 million can, under the law, be used for modernization as predetermined by State agencies. Furthermore, up to \$70 million of the modernization funds could be transferred for the construction of new hospitals and public health centers, depending on the extent to which the States determine that the need for new hospitals and public health centers is greater than the need for modernization.

For the construction of long-term care facilities—nursing homes and chronic disease hospitals—a total of \$350 million is authorized to be appropriated over the 5 fiscal years, 1965-69.

For the construction of diagnostic or treatment centers, a total of \$100 million is authorized to be appropriated over the 5 fiscal years, 1965-69.

For the construction of rehabilitation facilities, a total of \$50 million is authorized to be appropriated over the 5 fiscal years, 1965-69.

H.R. 10041 authorizes grants for area-wide health facility planning in metropolitan and other areas—\$2.5 million in fiscal 1965 and \$5 million in each of the next 4 years, with 50-50 Federal-State matching—and permits States to use 2 percent of their allotments—not to exceed \$50,000 a year—to improve and strengthen the State administration of the construction program on a 50-50 matching basis.

The Hill-Burton Act was originally enacted in 1946 as Public Law 725. Since then a total of 7,306 projects have been recommended by the States and approved for Federal assistance in the construction of general, mental, and tuberculosis hospitals, rehabilitation facilities, and diagnostic or treatment centers, and State health laboratories. Almost 311,000 inpatient beds and 2,011 health facilities, other than hospitals, at a total cost of \$6.7 billion have been constructed under the program. The total Federal share of \$2.1 billion is less than one-third of the total construction costs.

State Hill-Burton agency reports to the Public Health Service show that \$2.9 billion, including \$1.2 billion in Federal funds, would be used for the construction of hospitals and other health facilities during 1965 and 1966 if there were no limitation on Federal funds under the Hill-Burton program.

State agencies report that we still need 133,000 additional new general hospital beds if the Nation's requirements are to be met and it is estimated that more than 13,000 general hospital beds are required annually just to take care of the annual increase in our population.

Of the 2,443 health service areas in the United States, only 979, or 40 percent, are reported by State health departments as having met 100 percent of their general hospital bed needs. The remaining 1,464 counties or health service areas need to construct additions to existing hospitals or to erect new hospitals.

The needs for modernizing existing hospitals and health facilities are also extensive. A 1960 study, conducted on a sampling basis by the Public Health Service in cooperation with State Hill-Burton agencies, revealed that it would cost at least \$3.6 billion to modernize and replace existing facilities without increasing the total number of beds. The needs probably exceed \$4 billion today, and in the general hospital field alone, the modernization requirement totals \$2.8 billion.

The Hill-Burton program is a milestone in successful Federal, State, and local grant-in-aid programs. Its success can be measured by the network of modern and efficient hospitals which have been built throughout the United States. The 5-year extension authorized by H.R. 10041 would allow the program to go forward without interruption toward meeting the needs for hospitals and other health and medical care facilities.

Mr. CARLSON. Mr. President, will the Senator from Alabama yield?

The PRESIDING OFFICER (Mr. WALTERS in the chair). Does the Senator from Alabama yield to the Senator from Kansas?

Mr. HILL. I am glad to yield to the Senator from Kansas.

Mr. CARLSON. Mr. President, this is one program in which we have had outstanding cooperation between the local community and the Federal Government. I commend the Senator for bringing the bill before the Senate once again. On many occasions in the past, the Senator from Alabama has visited with me regarding the program. I not only fully support it, but I am also pleased at the fine results which have been obtained, not only in my own State, but also throughout the Nation, in regard to the construction of medical centers.

Mr. HILL. The Senator from Kansas not only supported the program, but he also supported it valiantly. He has been of great help.

Mr. CARLSON. The State of Kansas was the first State in the Union—and I happened to be Governor of the State at that time—to pass what was known as the first rural health program, under which the construction of rural medical centers was begun. Many projects have been built with the support of the Hill-Burton Act.

Tomorrow, at Liberal, Kans., a medical center will be dedicated, the result of cooperation between the local community and the Federal Government. For that reason, I am happy to support the program.

I have one question to ask the Senator: Has there been any change in the bill on the basis of allocation of funds to States?

Mr. HILL. Only on the basis of a modernization program. There has been a change in that program. We have taken into consideration the need to modernize. But so far as the other items of the bill

are concerned, they remain the same as they were at the beginning of the program.

Mr. CARLSON. This is for the construction of new hospitals and medical centers?

Mr. HILL. The Senator is correct—the construction of new hospitals, medical centers, rehabilitation centers, health centers, nursing homes, and facilities for the treatment of chronic diseases. Nursing homes were placed in a separate category before. This bill combines nursing homes and hospitals into one category. I believe that the Senator will realize why that was done.

Mr. CARLSON. This is one program that I enthusiastically support. Also it is one program which I believe has rendered outstanding service, not only to my State of Kansas but also to every other State in the Union.

Mr. HILL. I thank the distinguished Senator from Kansas for the very fine and devoted support—most effective support—which he has given this program.

Mr. STENNIS. Mr. President, will the Senator from Alabama yield?

Mr. HILL. I yield.

Mr. STENNIS. I wish to add a word of appreciation as well as commendation to the Senator from Alabama for the many years of hard, constructive work which he has given to this program.

First, he is the author of the bill and has done a great deal of followup work in connection with it, not only in the legislative act, but also in the appropriation bills, in connection with which he has been very effective indeed.

Many Senators have contributed—and so has the House of Representatives—to this marvelous program. But I believe that we all agree that the Senator has been the chief architect, the generalissimo in many of the numerous skirmishes which the bill has brought forth.

Mr. HILL. I thoroughly agree with the Senator that many persons have contributed to the program. This program has had no better, more devoted or more effective friend than the distinguished Senator from Mississippi.

Mr. STENNIS. I thank the Senator. The program deserves any support which I can give it. Let me mention one thing about it. My State has been one of the chief benefactors, reaching down to the level of the people—the people at the county level and the small town level who could contribute their part to having a hospital at their doorstep. That is what distinguishes it from any other program.

I remember that when I was a young district attorney, there was a candidate for Governor in Mississippi, Paul Johnson, Sr. This was in 1935. He later became Governor during World War II. He was then advocating a State program along the lines which would allow the county and the town to contribute and the State to carry part of the burden. This program of the Senator from Alabama came along and has filled the gap.

As the Senator from Kansas has said, this is a perfect illustration of proper coordination between Federal, State and local governments. It has worked extremely well. It has been a fulfillment of the dream of the gentleman who was

running for Governor in our State many years ago, and who later made a very fine Governor.

I thank the Senator from Alabama.

Mr. HILL. I believe that the Senator agrees with me that the State can be proud of the way it has administered the health needs of its people.

Mr. STENNIS. It has also been of great benefit to the medical profession, and also to the nursing profession, because it has given them an opportunity to express themselves.

Mr. HILL. As the Senator knows, for a doctor to carry on his work effectively, he must have a hospital, and he must have the equipment which is found there.

Mr. STENNIS. Only through this program will the counties and the small towns be able to continue to have the proper medical attention and equipment which the doctors and nurses need.

Mr. HILL. To become a doctor requires a long period of time these days, and great expense. He spends 4 years in college doing academic work. He spends another 4 years in medical college. He then spends anywhere from 4 to 6 or perhaps 8 years as an interne and in residence. After a man has had all that education, with the expenditure of all the money entailed in his preparation to be a doctor, he finally comes out of his residency. He does not wish to go into a local or any other community where he does not have the tools to do his best work. To acquire these tools, he has to have a hospital.

Mr. STENNIS. The Senator means that we should merely give him the tools of his trade?

Mr. HILL. That is correct.

Mr. STENNIS. Does the Senator from Vermont wish to ask a question?

Mr. AIKEN. No. I asked a question, and the Senator wanted to give testimony, by unanimous consent of the Senate.

Mr. STENNIS. I yield to the Senator from Vermont.

Mr. AIKEN. Having spent the first 14 years of my senatorial life working with the Senator from Alabama [Mr. HILL], and sometimes working for the Senator from Alabama when he was the chairman of the Committee on Labor and Public Welfare, I believe that the testimony which has just been given him by the Senator from Mississippi is well merited.

No one in the country has contributed more to the improved health of the people of the United States than has the Senator from Alabama [Mr. HILL]. I could not say more if I took an hour and a half to say it.

Mr. HILL. Mr. President, I thank my friend, the distinguished Senator from Vermont, for his most generous words. He was a member of the Senate Committee on Labor and Public Welfare at the time the Highway Survey and Construction Act was drafted. He played a great part in drafting that law, and made many contributions to it. Ever since the law was enacted, he has aided the program. He has been a staunch supporter and great friend of the program, helping time and again to carry the program forward.

He certainly has my deep appreciation.

Mr. AIKEN. I thank the Senator.

Mr. DOUGLAS. Mr. President, will the Senator yield?

Mr. HILL. I yield.

Mr. DOUGLAS. I join my colleagues in paying tribute to the Senator from Alabama [Mr. HILL]. He is one of the most quietly useful Senators who ever served in the Senate. This act is merely one of the many contributions which he has made. He is named after one of the great saints of medicine, Joseph Lister. The shades of Joseph Lister would be very proud of the part which his godson has played a century later in the work of improving public health and improving the quality of hospital care.

The hospitals were at one time charnel houses. Joseph Lister's discovery of antiseptic surgery transformed hospital and surgical practice and has saved millions of lives. His godson has done more than anyone else in the United States to raise the level of hospital service.

All too often, politicians are abused. Their demerits are stressed, but their constructive works are overlooked. The Senator from Alabama [Mr. HILL] and I have not always agreed on every issue. In my judgment, he is one of the most useful Members who has ever served in the Senate.

I add my few words of tribute so that those who read the RECORD may at least appreciate the high opinion which we all hold of him, and the deep affection which we all have for him.

Mr. HILL. Mr. President, I thank the distinguished Senator from Illinois for his most generous words. For several years he served on the Committee on Labor and Public Welfare.

It was a source of regret to all members of that committee when the Senator felt that his duties and responsibilities forced him to leave that committee and go to the Committee on Finance. All the time the Senator was on the Committee on Labor and Public Welfare, and in the time since he has left the committee, the hospital health facility program has had no better friend or stronger supporter than the Senator from Illinois.

I am deeply grateful to him.

Mr. MORSE. Mr. President, will the Senator yield?

Mr. HILL. I yield.

Mr. MORSE. I join with Senators AIKEN, CARLSON, DOUGLAS, and others in thanking the Senator from Alabama [Mr. HILL] for his years of leadership in connection with medical legislation in the Senate. We all owe him thanks.

I have often referred to him in speeches throughout the country as "Mr. Health in the Senate." I appreciate very much what he has done for hospitals in my State and in other States across the country.

There is one problem that I shall fleetingly mention today. But I think it ought to be mentioned while the Senate is considering the bill on hospital construction. I am having some material prepared to present to the Senate and to the Senator. I am a little concerned about the relationship between Federal hospitals and city and State hospitals, in the matter of construction under the Hill-Burton Act. There is some evi-

18. CONTAINERS. The Commerce Committee reported without amendment H. R. 9334, to amend the Standard Container Act of 1928 relating to standards of containers for fruits and vegetables, so as to permit the use of additional standard containers (S. Rept. 1429). p. 18776
19. LABOR AND HEALTH, EDUCATION, AND WELFARE APPROPRIATION BILL, 1965. A subcommittee of the Appropriations Committee approved for full committee consideration this bill, H. R. 10809. p. D68
20. RECLAMATION. The Irrigation and Reclamation Subcommittee of the Interior and Insular Affairs Committee approved for full committee consideration the following bills: S. J. Res. 6, to cancel unpaid reimbursable construction costs of the Wind River irrigation project, Wyo., charged against certain non-Indian lands (amended); S. 770, providing for construction and operation of the Savery-Pot Hook Federal reclamation project, Colo. and Wyo. (amended); S. 3053, to increase authorizations for construction of the Riverton Federal reclamation project; and H. R. 130, providing for payment of compensation, including severance damages, for rights-of-way acquired by the U. S. in connection with reclamation projects begun after January 1, 1961. p. D689
21. AUDIT. The Judiciary Committee ordered reported (but did not actually report) H. R. 4223, to provide for the audit of accounts of private corporations established under Federal law. pp. D690-1

HOUSE

22. RECREATION. House conferees were appointed on H. R. 3846, to establish a land and water conservation fund. Senate conferees have already been appointed. p. 18671
The Interior and Insular Affairs Committee voted to report (but did not actually report) H. R. 6925, to provide for establishment of the Canyonlands National Park, Utah. p. D692
23. INDEPENDENT OFFICES APPROPRIATION BILL, 1965. Agreed to the conference report on this bill, H. R. 11296, and acted on items in disagreement. Prior to this action rejected, 114 to 270, a motion by Rep. Wyman to recommit the bill to conference. pp. 18672-81
24. HOUSING; LOANS. Passed with amendments S. 3049, to extend and amend laws relating to housing, urban renewal, and community facilities. House conferees were appointed. H. R. 12175, a similar bill previously passed, 308 to 68, with amendments, was tabled. Generally, the bill would provide additional authorizations and funds to continue existing federally assisted housing programs for another year. Title V would authorize an \$150 million additional for direct loans under the rural housing program administered by the Farmers Home Administration. pp. 18682-733
25. RESEARCH. Received the conference report on H. R. 4364, to provide for duty-free entry of mass spectrometers for Oregon State and Wayne State universities (H. Rept. 1802). pp. 18770, 18772

26. EDUCATION. The Rules Committee reported a resolution for consideration of H. R. 11904, to amend and extend the National Defense Education Act of 1958 (p. 18772) Rep. Pucinski stated his intention to offer a series of amendments to remove from this bill sections which would prohibit institutions of higher learning from participating in more than one Federal loan program (p. 18735).

27. PUBLIC WORKS APPROPRIATION BILL, 1965. Received the conference report on this bill, H. R. 11579 (H. Rept. 1794). pp. 18762-70
28. COFFEE. Received the conference report on H. R. 8864, to implement the International Coffee Agreement (H. Rept. 1803). pp. 18770-1
29. MEAT IMPORTS. Rep. Battin spoke in favor of meat-import restrictions and asked that the "administration be willing to protect American cattlemen." pp. 18740-1
Rep. Harvey inserted an article, "Meat Import Mischief," and stated that it "is so misleading and unfair to the beef industry that its contents should not go unchallenged." pp. 18742-3
30. FOREIGN AID. Rep. McIntire protested the "squandering of taxpayers' money" for the foreign-aid program. pp. 18743-4
31. TRADE EXPANSION. Rep. Moore inserted a statement on import-export policy and urged passage of legislation which would prevent further tariff reductions in all instances in which imports have, in the past 5 years, demonstrated their competitive advantage in the domestic market. pp. 18744-6
32. LABOR STANDARDS. Rep. Cleveland discussed and outlined pending wage-and-hour legislation. pp. 18746-8
33. CLAIMS. Received from USDA a report of all claims adjudicated and paid by the Department for fiscal year 1964, pursuant to the Federal Tort Claims Act. p. 18771
34. GUAM. The Rules Committee reported a resolution for consideration of H. R. 3869, to establish Federal agricultural services for Guam. p. 18772
35. ELECTRIFICATION. The "Daily Digest" states that conferees agreed to file a report on S. 1007, to guarantee electric consumers in the Pacific Northwest first call on electric energy generated at Federal hydroelectric plants in that region and to guarantee electric consumers in other regions reciprocal priority. p. D693
36. PUBLIC LAW 480. Rep. Findley discussed the extension of Public Law 480 and urged "careful scrutiny...to the effect of Public Law 480 on our farm commodity programs." pp. 18748-9
37. SCIENCE; TECHNOLOGY. Rep. Daddario discussed a study made by the staff of the Subcommittee on Science, Research, and Development, to assess the ways in which existing sources already available can be made more effective. p. 18753
38. LEGISLATIVE PROGRAM. Rep. Albert announced that on Fri. H. R. 11904, to amend the National Education Act, and H. R. 3869, to furnish technical agricultural assistance to Guam, will probably be considered. p. 18734

ITEMS IN APPENDIX

39. BUDGET; EXPENDITURES. Rep. Evins commended and inserted a report on an interview with Rep. Mahon "which sets forth his philosophy and provides valuable insights into the complex problems of Federal financing." pp. A4284-6
40. FARM SAFETY. Extension of remarks of Sen. Hartke urging increased efforts to promote farm safety. pp. A4286-7

recent date expressed alarm over recurring reports of remaining missiles and stated as a finding that the only way to disprove these reports was with on-site inspections.

Such inspections were a part of our demands on Russia during the missile crisis and quarantine period but were abandoned even before the quarantine was lifted. During the crisis it was acknowledged that the only reliable information on the number of missiles in Cuba was based on those cited by our air observers meaning those that were exposed to overflight photography. Actual inspection of missiles leaving Cuba aboard Russian ships was not carried out. Thus, the fact that there is no positive proof that some missiles did not remain in Cuba is obvious.

The Free Cuba Committee that reported these latest reports to the press has again raised this question and the people of the United States and of this hemisphere are entitled to an answer based upon foolproof detection methods. Of course, the administration denies knowledge based upon its limited intelligence reports of the existence of such missiles—which should surprise no one that remembers similar statements preceding the previous missile crisis.

It was practically admitted that our intelligence gathering people in that previous incident gave too little weight to Cuban escapee and exile reports. Could history be repeating itself? Only onsite inspections can answer the question.

CUBA

(Mr. ROGERS of Florida asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. ROGERS of Florida. Mr. Speaker, on the first reading of these reports that the gentleman from Florida [Mr. CRAMER] just mentioned, I had some concern too. But rather than take the reports at face value since they are reports of happenings that go back many months, these reports have all been checked out by the Department of Defense and by the governmental agencies. I checked this afternoon and the Department of Defense has issued a statement that there is no foundation that any intermediate missiles exist in Cuba, and that these reports have no real foundation at all as far as such missiles being in Cuba is concerned.

I thought that the Members of the House would like to know this.

Mr. CRAMER. Mr. Speaker, will the gentleman yield?

Mr. ROGERS of Florida. I yield to the gentleman.

Mr. CRAMER. The gentleman, of course, is familiar with the Stennis report which indicates that there is no way of knowing whether there are missiles in Cuba or not and suggests that the only way to determine it is by on-site inspections and further persistent rumors are forthcoming. This is one of the most concrete examples. The only way to prove it one way or the other

is by on-site inspections. Is the gentleman objecting to on-site inspections and saying that on-site inspection is not needed?

Mr. ROGERS of Florida. Every one of us would like to have on-site inspection. There is no question about that. But we are having inspections through our overflights and our defense people know what type of missiles are there. Of course, that information is classified. The Department of Defense knows all about this and are right on top of the situation. I do not think we need to start false rumors here at this time.

AMENDMENT TO H.R. 11904—THE NATIONAL DEFENSE EDUCATION ACT

(Mr. PUCINSKI asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PUCINSKI. Mr. Speaker, tomorrow when the House takes up consideration of amendments to the National Defense Education Act, it is my intention to offer a series of amendments to remove from H.R. 11904, section 209(c) and related sections which would prohibit institutions of higher learning from participating in more than one Federal loan program.

The proposal, as reported out by the House Committee on Education and Labor, now pending before the House would prevent institutions of higher learning from obtaining part of their funds from the Department of Health, Education, and Welfare under the National Defense Education Act and another part of their funds from legislation previously approved by Congress to help the Nation's medical, dental, and nursing schools.

I regret very much the full committee including this recommendation in H.R. 11904 which will be debated in the House tomorrow. If this proposed concept included in H.R. 11904 were to prevail, it would create a great deal of confusion and hardship for the various universities of this country.

Such a limitation upon the universities in Chicago, for instance, in obtaining funds from more than one source, would play particular havoc with their ability to meet their constant, pressing, and ever-increasing needs. The great universities in my city which have separate medical schools, separate nursing schools, separate dental schools, and separate liberal arts colleges, and other specialized institutions such as engineering or law, would be severely handicapped in meeting the problems of expansion.

As a practical proposition, this would mean that the University of Illinois, Chicago University, DePaul, Loyola, or Northwestern, would have to elect whether they want to obtain Federal assistance from the National Defense Education Act or from legislation approved earlier providing specific financial assistance to medical, dental, or nursing schools.

While I can appreciate the committee's

intention to reduce the proliferation of lending programs by including this limitation in the bill so that all funds would flow from a single source, it is my judgment that the universities actually would suffer a considerable reduction in the money made available to them.

The single source approach would ultimately make less money available to the universities at a time when their needs are mounting. It does not appear logical to me to undo the program approved by an overwhelming majority in the House to provide funds for the specific needs of the Nation's medical, dental, and nursing schools and commingle available funds with all the other academic pursuits that one finds in our large universities.

Congress approved aid to our various medical schools because it was demonstrated that a particular need exists among these schools. It appears to me to be a miscarriage of equity now to attempt to turn the clock back.

Granted that the bill before us tomorrow authorizes greater expenditures. But we know that in reality, the total amount of money to be made available will never meet the amount that would be separately allocated for these special needs.

There are those who would argue that by retaining the present practice of permitting universities to draw their assistance from the two different sources, it would be conceivable to see a demand sometime in the future for specific funds to be established for other specialized fields, such as law, economics, and so forth.

Those who would submit this type of argument overlook the fact that in the final analysis, it is the Congress that decides these questions.

The Congress, quite properly, established a special program to help our medical, dental, and nursing schools because it was proven beyond any doubt that a specific need existed in this particular field.

It is with this thought in mind, Mr. Speaker, that I have advised the gentlelady from Oregon [Mrs. GREEN], sponsor of H.R. 11904, that I will offer such amendments and have asked her to accept them in the interests of our institutions of higher learning.

It is my understanding that the chairlady of the subcommittee will consider favorably accepting amendments which would restore the loan program to the position under which it now operates, with universities free to draw their assistance from the aid-to-medical-school legislation for their medical schools and from the National Defense Education Act for their other needs.

WALTER M. BESTERMAN—A TRIBUTE TO A DEDICATED CIVIL SERVANT

(Mr. McCORMACK (at the request of Mr. O'NEILL) was given permission to extend his remarks at this point in the Record.)

Mr. McCORMACK. Mr. Speaker, there are men high in the Government service who have won for themselves the deepest gratitude and the sincerest praise of the Congress of the United States and the people of this country and yet may never be mentioned, even as a footnote, in the history of this great Nation. The most noteworthy of these effective and selfless servants of the legislative branch of our Government is Walter M. Besterman who has just resigned as of the forthcoming September from his post as counsel to the House Immigration Subcommittee.

This anonymous worker in the legislative vineyard is without a question of a doubt the Nation's ablest and most knowledgeable expert in the field of immigration. It is a source of profound satisfaction and pleasure for me to reach out and hold up the work of Walter M. Besterman to the House of Representatives for the recognition is so amply earned not only because of his rigidly self-imposed anonymity, but because of the humane standards, the compassion, and the sound sense and practicality of his counsel and advice.

In fact, I hold it a tribute more factual than rhetorical to suggest that there are millions of people around the world who owe their post World War II security and happiness in part to this remarkable toiler for legislative justice. Besterman was not only immersed in the traditional decency of the American heritage. He sought not only to help the hundreds of thousands of refugees who were homeless and stateless and who represented the rejected human flotsam and jetsam of the greatest war of all time. Much more than that he wanted to help them within the practical limits acceptable under law and with the truest possible regard for the public interest and the American capacity to deal with the problem. He was not an undisciplined idealist or what is sometimes cynically called a do-gooder acting out of an overabundance of the milk of human kindness. Rather he made the greatest possible, practical, and compassionate use, out of the materials at hand, to produce results that served best the elected members of the committee on which he served and that, at the same time, implemented the American heritage of liberalism and asylum.

Moreover, Besterman recognized for himself the outposts of his influence as a counselor and never to my knowledge in the slightest degree preempted the field of decisionmaking which belongs exclusively to the committee and its chairman whose servant he was so loyally and so devotedly. Besterman researched and presented the facts with a strict and inflexible integrity for the whole truth and then he let the facts and the history behind them speak for themselves. When, as so often happened, his counsel and personal advice were sought by those who were charged with the responsibility for legislation and for action, he provided it in a manner that cast a penetrating shaft of light on the facts of a situation.

For 19 years his close and intimate, his diligent and tireless service as a staff chief, helped far more than is generally known, in the liberalization of immigration policy by the Congress of the United States. Indeed, if I had it to put into a single sentence, I would say that the force of his intelligence and his craftsmanship and knowledge, did good of course for the people from abroad who wanted to make their home in the United States, but it also served decisively the enlightened self-interests of this country.

The very best features of American immigration policy in those historic 19 years that Besterman served this Congress can be traced in no small part to the indefatigable energy and persistence, the unrelenting quest for truth and justice, that motivated this hardworking, dedicated, supremely honorable, and cooperative civil servant. In this sense Besterman served not only the Congress, and not only the unfortunate refugees and the innocent victims of the most vicious and the most devastating war of all time, but he served also the reputation, and, as they say, the image, of the Government worker.

It is men like Besterman who give the whole Government service a tone and a style, a reputation for high ideals and selfless dedication, that add dignity and stature to the 2 million civil employees in the Federal Government. When we speak of a Government servant like Besterman the matter of his pay, of the remuneration he gets, has no meaning. Besterman lent to the field of congressional legislation in his area the noblest quality of the ideals our country stands for.

How is this to be evaluated in terms of pay?

Civil servants like Besterman are underpaid no matter what pay they get. For this is the kind of work that makes an impression on history and that is without any kind of personal reward except the respect and the recognition of those of us who, as I am doing today, want the record to show that what they do that means so much to our interests as a nation, does not go without some manner of recognition and applause.

Finally, I regard it a piece of immense good fortune for the problems of world migration, that Walter M. Besterman, when he leaves here, will take the post of deputy director of the Intergovernmental Committee for European Migration in Geneva. It may very well be that this new post, dealing as it does with an organization of 39 nations, will widen the reach of Besterman's service for the good of man. The new post is especially pertinent for Mr. Besterman because he is himself so vitally responsible for the birth of this organization. And it is noteworthy that, pursuing the Besterman formula for human compassion in the area of migration, this very combination of governments is, as I speak, the body that in 13 years has taken 1.3 million European refugees out of their wandering wretchedness and resettled them where they could pursue useful and contented lives.

I take great pride in saluting Walter M. Besterman and congratulating him for his service to the Congress of the United States, to the refugees and workers of a desolated postwar Europe, and for holding high the reputation of the Federal civil service.

HUBERT HUMPHREY FOR VICE PRESIDENT

(Mr. HECHLER asked and was given permission to address the House for 1 minute and to revise and extend his remarks and include an address by Senator HUBERT H. HUMPHREY.)

Mr. HECHLER. Mr. Speaker, last evening I had the honor to listen to an outstanding address delivered to an audience of some 2,000 members of the National Association of County Officials. This address was delivered by a man who is attractive, prudent, and progressive. He is also a man who is well received in all States of the Union, among all our people.

He happens to be a man who is experienced in foreign relations and domestic affairs.

He is a man of the people who feels a compassionate concern for their welfare and who enjoys public service and is dedicated to it.

Mr. Speaker, this man's name is HUBERT H. HUMPHREY and under unanimous consent his address follows:

THE AMERICAN SYSTEM AND THE GREAT SOCIETY

(By HUBERT H. HUMPHREY)

It is fashionable today in American politics to look back with a touch of nostalgia to the good old days when the simple life still prevailed in this land. We hear a great deal about the need to recapture the simple and direct approach of our ancestors in solving our contemporary crises and challenges. Many people tingle with anticipation at the thought of reliving those golden days. And this call of the lost horizon possesses a certain appeal to persons weary of their charter membership in the crisis-of-the-week club.

In this stampede to the past it is generally forgotten that every generation has had its share of complex problems and crises. Read any period of our history and the lesson is always the same: Democracy in America is a difficult business. In fact, man's eternal struggle to govern himself is the most demanding of all human endeavors. This is just as true today as it was in the golden days of some unidentified past.

But every generation has heard its false prophets pleading for a return to the glories of yesterday, only thereby to sacrifice their right to participate in the building of today and tomorrow. One hundred years in the future—in the year 2064—I am confident there will be the same fervent pleas to recapture the verities which guided Americans in the early decades of the nuclear and space age. Then we will suddenly become the hardy pioneers whose understanding of virtue and principle will provide the instant solutions to the problems of the interplanetary world of the 21st century. But depend upon it: This message will be just as false then as it is now.

Despite the problems and crises which have always been before us, democracy in America has prevailed. It has prevailed because each generation of Americans has joined in this struggle with the faith and courage displayed by our late President John F. Kennedy when he proclaimed in his inaugural address: "I

Digest of CONGRESSIONAL PROCEEDINGS

OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

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HIGHLIGHTS: Senate agreed to conference report on independent offices appropriation bill. Senate debated foreign-aid authorization bill. Both Houses agreed to conference report on public works appropriation bill. Senate committee reported bill to establish Public Land Law Review Commission. Senate debated foreign-aid authorization bill.

HOUSE - Aug. 14

1. APPROPRIATIONS. Received from the President a supplemental appropriation estimate (H. Doc. 344) for the Food Stamp Program. The estimate proposes \$15,000,000 by direct appropriation, plus \$45,000,000 by transfer from Sec. 32, for this program; to Appropriations Committee. p. 19105
- In addition to the items listed in Digest No. 157, H. Doc. 338 includes the following appropriation estimates: Office of Water Resources Research, Interior Department, \$1,535,000; reviewing the registration of pesticides, Interior Department, \$150,000; National Commission on Food Marketing, \$1,000,000.
- Received from the President proposed supplemental appropriations to pay claims and judgments rendered against the U. S., as provided by various laws (H. Doc. 339); to Appropriations Committee. p. 19105

Received from the President proposed supplemental appropriations in the amount of \$1 million for the National Commission on Technology, Automation, and Economic Progress (H. Doc. 340); to Appropriations Committee. p. 19105

Received from the President proposed supplemental appropriations for fiscal year 1965 in the amount of \$11,375,000 for the Selective Service System (H. Doc. 343); to the Appropriations Committee. p. 19105

Received from the President proposed supplemental appropriations for 1965 in the amount of \$500,000 for the Public Land Law Review Commission (H. Doc. 347); to Appropriations Committee. p. 19105

2. TOBACCO. Concurred in the Senate amendment to H. J. Res. 1026, to extend time by which a lease transferring a tobacco acreage allotment may be filed. This bill will now be sent to the President. pp. 19028-9
3. COMMITTEES. Agreed to H. Res. 820, to provide additional funds for the further expense of studies and investigations authorized by H. Res. 38 (for the Agriculture Committee). pp. 19088-9
4. HIGHWAYS. Rep. Fallon inserted the remarks of the President at the signing of the Federal-Aid Highway Act of 1964. p. 19103
5. EDUCATION. Passed with amendments S. 3060, to extend the National Defense Education Act for 3 years and to extend the impacted areas legislation for 2 years. H. R. 11904, a similar bill previously passed, with amendments, was tabled (pp. 19036-75). Rejected an amendment by Rep. O'Hara to extend forgiveness of college loans to teachers teaching overseas in the Peace Corps. (pp. 19065-67).
6. WILDLIFE. The "Daily Digest" states that conferees agreed to file a report on S. 793, to provide a permanent basis for the management of the four wildlife refuges in the Klamath Basin, Calif. and Ore. p. D699
7. PUBLIC WORKS APPROPRIATION BILL, 1965. Both Houses agreed to the conference report on this bill, H. R. 11579, and acted on items in disagreement. This bill will now be sent to the President. pp. 18968-80, 19029-35
8. STATE, JUSTICE, COMMERCE, JUDICIARY APPROPRIATION BILL, 1965. House conferees were appointed on this bill, H. R. 11134. Senate conferees have already been appointed. p. 19035
9. WATERSHEDS. Both Houses received a letter from the Budget Bureau relative to plans for works of improvement relating to the following watersheds: Crooked Lake Bayou, Ark.; Pennahatchee Creek, Ga.; upper Tradewater River, Ky.; Squirrel Creek, Okla.; Willow Swamp, S. C.; and Jewell Brook, Vt.; to H. Agriculture and S. Agriculture and Forestry Committees. pp. 19105, 18902
Both Houses received a letter from the Budget Bureau relative to plans for works of improvement relating to the following watersheds: Home Supply, Colo.; Beaverdam Creek, Ga.; South Fork Little River, Ga.; Crabtree Creek, N. C.; Four-Mile Run Creek, Okla.; and Three and Twenty Creek, S. C.; to Public Works Committees. pp. 18903, 19105
10. LEGISLATIVE PROGRAM. Rep. Albert announced that Mon., Aug. 17, is Consent Calendar day and that the following bills will be brought up under suspension of the rules: S. 277, expansion of Federal crop insurance coverage; H. R. 12298, extension of Public Law 480; H. R. 6242, Farm Labor Contractor Registration Act of 1963; and H. R. 7073, to increase Farmers Home Administration loan fund limitation. Consideration on Tues., and the balance of the week will include H. R. 3869, technical agricultural assistance to Guam. pp. 19095-6

88TH CONGRESS
2D SESSION

S. 3060

IN THE HOUSE OF REPRESENTATIVES

AUGUST 14, 1964

Ordered to be printed as passed

AN ACT

To amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, Eighty-first Congress (federally affected areas).

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **TITLE I—AMENDMENTS TO NATIONAL DEFENSE**
4 **EDUCATION ACT OF 1958**

5 **PART A—LOANS TO STUDENTS IN INSTITUTIONS OF**
6 **HIGHER EDUCATION**

7 **DEFINITION AMENDMENT**

8 **SEC. 101.** The second sentence of section 103(b) of
9 the National Defense Education Act of 1958 is amended
10 by striking out “private” and by striking out “(3),”.

APPROPRIATIONS AUTHORIZED

SEC. 102. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out “and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education” and inserting in lieu thereof “\$145,000,000 for the fiscal year ending June 30, 1965, \$165,000,000 for the fiscal year ending June 30, 1966, \$180,000,000 for the fiscal year ending June 30, 1967, and \$195,000,000 for the fiscal year ending June 30, 1968, and such sums for the fiscal year ending June 30, 1969, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1968, to continue or complete their education”.

ALLOTMENTS TO STATES

SEC. 103. Section 202 of the National Defense Education Act of 1958 is amended by striking out “1965” wherever it appears therein and inserting in lieu thereof “1968”.

1 PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

2 SEC. 104. Effective with respect to fiscal years begin-
3 ning after June 30, 1964, section 203 of the National De-
4 fense Education Act of 1958 is amended by striking out
5 subsection (b) and by striking out “(a)” after “SEC. 203.”.

6 CONDITIONS OF AGREEMENTS

7 SEC. 105. (a) Paragraph (4)-(B) of section 204 of the
8 National Defense Education Act of 1958 is amended to read
9 as follows: “(B) other students with a superior academic
10 background; and”.

11 (b) The amendment made by subsection (a) of this
12 section shall apply to the selection of students under title II
13 of the National Defense Education Act of 1958 made in or
14 after the second month following the month in which this
15 Act is enacted.

16 TERMS OF LOANS

17 SEC. 106. (a) Subsection (a) of section 205 of the
18 National Defense Education Act of 1958 is amended to read
19 as follows:

20 “(a) The total of the loans for any academic year or its
21 equivalent, as determined under regulations of the Commis-
22 sioner, made by institutions of higher education from loan
23 funds established pursuant to agreements under this title may

1 not exceed \$2,500 in the case of any graduate or professional
2 student (as defined in regulations of the Commissioner),
3 and may not exceed \$1,000 in the case of any other student.
4 The aggregate of the loans for all years from such funds may
5 not exceed \$10,000 in the case of any graduate or profes-
6 sional student (as so defined, and including any loans from
7 such funds made to such person before he became a graduate
8 or professional student), or \$5,000 in the case of any other
9 student.”

10 ~~(b)(1)~~ Paragraph ~~(1)~~ of subsection ~~(b)~~ of such sec-
11 tion 205 is amended to read as follows:

12 “~~(1)~~ such a loan shall be made only to a student who
13 ~~(A)~~ is in need of the amount of the loan to pursue a course
14 of study at such institution, and ~~(B)~~ is capable, in the
15 opinion of the institution, of maintaining good standing in
16 such course of study, and ~~(C)~~ has been accepted for enroll-
17 ment as a student in such institution or, in the case of a
18 student already attending such institution, is in good standing
19 there either as an undergraduate, graduate, or professional
20 student, and ~~(D)~~ is carrying at least one-half the normal
21 full-time academic workload as determined by the institu-
22 tion;”

23 ~~(2)~~ Paragraph ~~(2)~~ of such subsection ~~(b)~~ of such
24 section 205 is amended by striking out “and ~~(D)~~” and

1 inserting in lieu thereof the following: “~~(D)~~ the institution
2 may provide that periodic installments need not be paid dur-
3 ing any period or periods, aggregating not in excess of three
4 years, during which the borrower is in part time attendance
5 at an institution of higher education taking courses which
6 are creditable toward a degree, and may also provide that
7 any such period shall not be included in determining the ten-
8 year period during which the repayment must be completed,
9 but interest shall continue to accrue during any such period,
10 and ~~(E)~~”.

11 ~~(3)~~ Paragraph ~~(3)~~ of such subsection ~~(b)~~ of such sec-
12 tion 205 is amended to read as follows:

13 “~~(3)~~ not to exceed 50 per centum of any such loan
14 ~~(plus interest)~~ shall be canceled for service as a full-
15 time teacher in a public or other nonprofit elementary
16 or secondary school in a State, in an institution of
17 higher education, or in an elementary or secondary
18 school overseas of the Armed Forces of the United
19 States, at the rate of 10 per centum of the amount
20 of such loan plus interest thereon, which was unpaid
21 of such loan plus interest thereon, which was unpaid
22 on the first day of such service for each complete
23 academic year of such service.”

24 ~~(4)~~ Paragraph ~~(4)~~ of subsection ~~(b)~~ of such section

1 205 is amended by inserting immediately before the semi-
 2 colon at the end thereof the following: "in all cases except
 3 where the date on which repayment is to begin is suspended
 4 by reason of clause (D) of paragraph (2)".

5 (c) The amendment made by subsection (a) shall
 6 apply for purposes of determining the amount of any loans
 7 under title II of the National Defense Education Act of
 8 1958 for academic years beginning after the date of enact-
 9 ment of this Act. The amendments made by paragraphs (2)
 10 and (4) of subsection (b) shall apply to any loan (under
 11 an agreement under title II of the National Defense Educa-
 12 tion Act of 1958) outstanding on the date of enactment of
 13 this Act only with the consent of the institution which made
 14 the loan.—The amendment made by paragraph (3) of sub-
 15 section (b) shall apply with respect to service performed
 16 during academic years beginning after the enactment of this
 17 Act, whether the loan was made before or after such enact-
 18 ment.

19 DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

20 SEC. 107. Section 206 of the National Defense Educa-
 21 tion Act of 1958 is amended by striking out "1969"
 22 wherever it appears therein and inserting in lieu thereof
 23 "1972."

1 PART B—FINANCIAL ASSISTANCE FOR STRENGTHENING
 2 INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN
 3 FOREIGN LANGUAGES, AND OTHER CRITICAL SUB-
 4 JECTS

5 EXTENSION OF TITLE

6 SEC. 111. Title III of the National Defense Education
 7 Act of 1958 is amended by striking “TITLE III—FINAN-
 8 CIAL ASSISTANCE FOR STRENGTHENING SCI-
 9 ENCE, MATHEMATICS, AND MODERN FOREIGN
 10 LANGUAGE INSTRUCTION” as it appears as the head-
 11 ing of that title, and inserting in lieu thereof:

12 “TITLE III—FINANCIAL ASSISTANCE FOR
 13 STRENGTHENING INSTRUCTION IN SCIENCE,
 14 MATHEMATICS, MODERN FOREIGN LAN-
 15 GUAGES, AND OTHER CRITICAL SUBJECTS”.

16 APPROPRIATIONS AUTHORIZED

17 SEC. 112. Section 301 of the National Defense Educa-
 18 tion Act of 1958 is amended to read as follows:

19 “APPROPRIATIONS AUTHORIZED

20 “SEC. 301. There are hereby authorized to be appro-
 21 priated \$70,000,000 for the fiscal year ending June 30,
 22 1959, and for each of the five succeeding fiscal years, and
 23 \$90,000,000 for the fiscal year ending June 30, 1965, and

1 for each of the three succeeding fiscal years, for ~~(1)~~ making
 2 payments to State educational agencies under this title for
 3 the acquisition of equipment ~~(suitable for use in providing~~
 4 education in science, mathematics, history, civics, geography,
 5 modern foreign language, English, or remedial reading),
 6 but excluding supplies which are consumed in use, and for
 7 minor remodeling described in paragraph ~~(1)~~ of section
 8 303(a), and ~~(2)~~ making loans authorized in section 305.
 9 There are also authorized to be appropriated \$5,000,000 for
 10 the fiscal year ending June 30, 1959, and for each of the five
 11 succeeding fiscal years, and \$10,000,000 for the fiscal year
 12 ending June 30, 1965, and for each of the three succeeding
 13 fiscal years, for making payments to State educational agen-
 14 cies under this title to carry out the programs described in
 15 paragraph ~~(5)~~ of section 303(a).”

16 ALLOTMENTS TO STATES

17 SEC. 113. (a) The second sentence of subsection
 18 ~~(a)(2)~~ of section 302 of the National Defense Education
 19 Act of 1958 is amended by striking out “as soon as possible
 20 after the enactment of this Act, and again between July 1
 21 and August 31 of 1959” and inserting in lieu thereof “be-
 22 tween July 1 and August 31 of each even-numbered year
 23 beginning with calendar year 1964”.

1 ~~(b)~~ The third sentence of such subsection is amended
 2 to read as follows: “Each such promulgation shall be con-
 3 clusive for each of the two fiscal years in the period July 1
 4 next succeeding such promulgation, except that the ratios
 5 promulgated in 1959 shall be conclusive for each of the five
 6 fiscal years in the period beginning July 1, 1960, and ending
 7 June 30, 1965.”

8 ~~(c)~~ Effective with respect to allotments under subsec-
 9 tion ~~(b)~~ of section 302 of such Act for fiscal years beginning
 10 after June 30, 1964, the third sentence of such subsection
 11 is amended by striking out “\$20,000” wherever it appears
 12 therein and inserting in lieu thereof “\$50,000”.

13 STATE PLANS

14 SEC. 114. ~~(a)~~ Clause ~~(A)~~ of section 303 ~~(a)~~ (1) of the
 15 National Defense Education Act of 1958 is amended to read
 16 as follows: “~~(A)~~ acquisition of laboratory and other special
 17 equipment ~~(other than supplies consumed in use)~~, includ-
 18 ing audiovisual materials and equipment, and printed and
 19 published materials ~~(other than textbooks)~~, suitable for use
 20 in providing education in science, mathematics, history,
 21 civics, geography, modern foreign language, English, or
 22 remedial reading in public elementary or secondary schools;

1 or both, and of testgrading equipment for such schools and
 2 specialized equipment for audiovisual libraries serving such
 3 schools, and”.

4 (b) Paragraph (5) of section 303(a) is amended by
 5 striking out “and modern foreign languages” and inserting
 6 in lieu thereof “history, civics, geography, modern foreign
 7 languages, English, and remedial reading”.

8 PAYMENTS TO STATES

9 SEC. 115. The second sentence of subsection (b) of sec-
 10 tion 304 of such Act is amended by striking out “five” and
 11 inserting in lieu thereof “eight”.

12 INTEREST RATES

13 SEC. 116. Paragraph (3) of subsection (b) of section
 14 305 of such Act is amended by striking out “as of the last day
 15 of the month” and inserting in lieu thereof the following:
 16 “as computed at the end of the fiscal year next”.

17 PART C—FELLOWSHIPS

18 NUMBER OF FELLOWSHIPS

19 SEC. 121. Effective July 1, 1964, section 402(a) of the
 20 National Defense Education Act of 1958 is amended to read
 21 as follows:

22 “NUMBER OF FELLOWSHIPS

23 “SEC. 402. (a) During the fiscal year ending June 30,
 24 1965, the Commissioner is authorized to award not to exceed
 25 five thousand fellowships to be used for study in graduate

1 programs at institutions of higher education, during the fiscal
2 year ending June 30, 1966, he is authorized to award not to
3 exceed seven thousand five hundred such fellowships, and
4 during each of the two succeeding fiscal years, he is author-
5 ized to award not to exceed ten thousand such fellowships.
6 Such fellowships may be awarded for such period of study
7 as the Commissioner may determine, but not in excess of
8 three academic years, except that where a fellowship holder
9 pursues his studies as a regularly enrolled student at the
10 institution during periods outside the regular sessions of the
11 graduate program of the institution, a fellowship may be
12 awarded for a period not in excess of three calendar years."

13 AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

14 SEC. 122. (a) The first sentence of subsection (a) of
15 section 403 of the National Defense Education Act of 1958
16 is amended to read as follows: "Of the total number of
17 fellowships authorized by section 402(a) to be awarded
18 during a fiscal year (1) not less than one-third of such
19 fellowships awarded during the fiscal years ending June
20 30, 1965, and June 30, 1966, and not less than 2,500 for
21 each fiscal year thereafter, shall be awarded to individuals
22 accepted for study in graduate programs approved by the
23 Commissioner under this section, and (2) the remainder
24 shall be awarded on such bases as he may determine, sub-
25 ject to the provisions of subsection (c). The second sen-

1. tence of subsection (a) of such section is amended by striking
2. out “, and” at the end of clause (2) and inserting in lieu
3. thereof a period, and by striking out clause (3) thereof.

4. (b) Section 403(b) of such Act is amended by striking
5. out “under this title” and inserting in lieu thereof “as
6. described in clause (1) of the first sentence in subsection
7. (a)”, and by inserting before the period at the end thereof
8. the following: “, and the Commissioner shall give consid-
9. eration to such objective in determining the number of
10. fellowships awarded under this title for attendance at any
11. one institution of higher education”.

12. (c) Section 403 of such Act is further amended by add-
13. ing at the end thereof the following new subsections:

14. “(e) Recipients of fellowships under this title shall be
15. persons who are interested in teaching, or continuing to
16. teach, in institutions of higher education and are pursuing,
17. or intend to pursue, a course of study leading to a degree
18. of doctor of philosophy or an equivalent degree.

19. “(d) No fellowship shall be awarded under this title
20. for study at a school or department of divinity. For the
21. purposes of this subsection, the term ‘school or department
22. of divinity’ means an institution or department or branch of
23. an institution, whose program is specifically for the education
24. of students to prepare them to become ministers of religion

1 or to enter upon some other religious vocation or to prepare
2 them to teach theological subjects."

3 (d) The amendments made by this section shall become
4 effective July 1, 1964.

5 FELLOWSHIP STIPENDS

6 SEC. 123. (a) Section 401(a) of the National Defense
7 Education Act of 1958 is amended (1) by striking out
8 "after the baccalaureate degree", and (2) by adding at the
9 end thereof the following: "The stipend for any such person
10 for any such academic year shall, if, prior to such year, he
11 has had two or more academic years of teaching experience
12 at a college or university, be increased to the extent provided
13 in accordance with regulations of the Commissioner based on
14 the length of such experience and such other factors as the
15 Commissioner deems relevant to the objectives of this title;
16 except that the amount of such stipend for any academic
17 year of study may not exceed \$4,800 plus \$400 for each of
18 his dependents. Where a person awarded a fellowship under
19 this title for study at an institution of higher education pur-
20 sues his studies as a regularly enrolled student at such insti-
21 tution during periods outside of the regular sessions of the
22 graduate program of the institution, the Commissioner may
23 make appropriate adjustments in his stipends and allowances
24 for dependents."

1 (b) The amendment made by this section shall apply in
 2 the case of stipends and allowances under section 404(a) of
 3 such Act which are paid with respect to periods in academic
 4 years beginning after the enactment of this Act.

5 PART D—GUIDANCE, COUNSELING, AND TESTING; IDEN-
 6 TIFICATION AND ENCOURAGEMENT OF ABLE STU-
 7 DENTS

8 APPROPRIATIONS AUTHORIZED

9 SEC. 131. Section 501 of the National Defense Educa-
 10 tion Act of 1958 is amended by striking out “and \$17,500,-
 11 000 each for the fiscal year ending June 30, 1964, and the
 12 succeeding fiscal year,” and inserting in lieu thereof
 13 “\$17,500,000 for the fiscal year ending June 30, 1964,
 14 \$25,000,000 for the fiscal year ending June 30, 1965,
 15 \$25,500,000 for the fiscal year ending June 30, 1966,
 16 \$32,500,000 for the fiscal year ending June 30, 1967, and
 17 \$37,500,000 for the fiscal year ending June 30, 1968.”

18 STATE PLANS

19 SEC. 132. Paragraphs (1) and (2) of section 503(a)
 20 of the National Defense Education Act of 1958 are amended
 21 to read as follows:

22 “(1) a program for testing students in the public
 23 elementary and secondary schools of such State or in
 24 the public junior colleges and technical institutions of such
 25 State, and if authorized by law, in other elementary and

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secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

“(2) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills; (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in various fields; and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutes of higher education, and enter such institutions.”

PAYMENTS TO STATES

SEC. 133. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out “five” and inserting in lieu thereof “eight”.

(b) Section 504(b) of such Act is amended by striking out “, who are not below grade 7,” and by striking out “six” and inserting in lieu thereof “nine”, and by inserting after

1 "schools" the first time it appears the following: " or
2 junior colleges or technical institutes,".

3 JUNIOR COLLEGES AND TECHNICAL INSTITUTES

4 SEC. 134. Title V of the National Defense Education Act
5 of 1958 is amended by inserting after section 504 the follow-
6 ing new section:

7 "DEFINITIONS

8 "SEC. 505. For the purposes of this title, the term
9 'junior colleges or technical institutes' means (1) institu-
10 tions of higher education which are organized and admin-
11 istered principally to provide a two-year program which is
12 acceptable for full credit toward a bachelor's degree, and
13 (2) institutions which meet the requirements of clauses
14 (1), (2), (4), and (5) of section 103(b) and are orga-
15 nized and administered principally to provide a two-year
16 program in engineering, mathematics, or the physical or
17 biological sciences which is designed to prepare the student
18 to work as a technician and at a semiprofessional level in
19 engineering, scientific, or other technological fields which
20 require the understanding and application of basic engineer-
21 ing, scientific, or mathematical principles or knowledge, and,
22 if a branch of an institution of higher education offering four
23 or more years of higher education, is located in a community
24 different from that in which its parent institution is located."

1 COUNSELING AND GUIDANCE TRAINING INSTITUTES

2 SEC. 135. Section 511 of such Act is amended to read
3 as follows:

4 "AUTHORIZATION

5 "SEC. 511. (a) There are hereby authorized to be ap-
6 propriated \$6,250,000 for the fiscal year ending June 30,
7 1959, \$7,250,000 for the fiscal year ending June 30, 1960,
8 and for each of the four succeeding fiscal years, and
9 \$10,000,000 for the fiscal year ending June 30, 1965, and
10 for each of the three succeeding fiscal years, to enable the
11 Commissioner to arrange, through grants or contracts, with
12 institutions of higher education for the operation by them
13 of short-term or regular session institutes for advanced study,
14 including study in the use of new materials, to improve the
15 qualification of individuals who are engaged, or are teach-
16 ers preparing to engage in counseling and guidance of stu-
17 dents in elementary or in secondary schools or in institu-
18 tions of higher education including junior colleges and tech-
19 nical institutes as defined in section 505).

20 "(b) Each individual who attends an institute operated
21 under the provisions of this part shall be eligible (after
22 application therefor) to receive a stipend at the rate of \$75
23 per week for the period of his attendance at such institute,

1 and each such individual with one or more dependents shall
 2 receive an additional stipend at the rate of \$15 per week for
 3 each such dependent.”

4 ~~PART E—LANGUAGE DEVELOPMENT AND INSTITUTES FOR~~
 5 ~~ADVANCED STUDY IN TEACHING CERTAIN CRITICAL~~
 6 ~~SUBJECTS~~

7 ~~EXTENSION OF TITLE~~

8 SEC. 141. (a) Title VI of the National Defense Educa-
 9 tion Act of 1958 is amended by striking “TITLE VI—
 10 LANGUAGE DEVELOPMENT” as it appears as the
 11 heading of that title, and inserting in lieu thereof, “TITLE
 12 VI—~~LANGUAGE DEVELOPMENT AND INSTITUTES~~
 13 ~~FOR ADVANCED STUDY IN TEACHING CER-~~
 14 ~~TAIN CRITICAL SUBJECTS”.~~

15 (b) Section 601 of the National Defense Education Act
 16 of 1958 is amended by striking out “1965” wherever it ap-
 17 pears therein and inserting in lieu thereof “1968”.

18 (c) Section 603 of such Act is amended to read as
 19 follows:

20 “APPROPRIATIONS AUTHORIZED

21 “SEC 603. There are hereby authorized to be appro-
 22 priated \$8,000,000 for the fiscal year ending June 30, 1964,
 23 \$13,000,000 for the fiscal year ending June 30, 1965,
 24 \$14,000,000 for the fiscal year ending June 30, 1966, and
 25 \$16,000,000 for the fiscal year ending June 30, 1967, and

1 \$18,000,000 for the fiscal year ending June 30, 1968, to
 2 carry out the provisions of this part."

3 INSTITUTES FOR ADVANCED STUDY IN TEACHING CERTAIN

4 CRITICAL SUBJECTS

5 SEC. 142. Effective July 1, 1964, part B of title VI
 6 of the National Defense Education Act of 1958 is amended
 7 to read as follows:

8 "PART B—INSTITUTES FOR ADVANCED STUDY IN

9 TEACHING CERTAIN CRITICAL SUBJECTS

10 "AUTHORIZATION

11 "SEC. 611. (a) There are hereby authorized to be ap-
 12 propriated \$30,000,000 for the fiscal year ending June 30,
 13 1965, and for each of the three succeeding fiscal years, to
 14 enable the Commissioner to arrange, through grants or con-
 15 tracts, with institutions of higher education for the operation
 16 by them of short-term or regular session institutes for ad-
 17 vanced study, including study in the use of new materials,
 18 to improve the qualification of individuals who are or are
 19 preparing to become school librarians or educational media
 20 specialists, or who are engaged in or are preparing to engage
 21 in the teaching, or supervising or training of teachers, of
 22 history, civics, geography, modern foreign languages, Eng-
 23 lish, or remedial reading in elementary or secondary schools.

24 "(b) Each individual who attends an institute operated
 25 under the provisions of this part shall be eligible (after ap-

1 plication therefor) to receive a stipend at the rate of \$75
 2 per week for the period of his attendance at such institute,
 3 and each such individual with one or more dependents shall
 4 receive an additional stipend at the rate of \$15 per week
 5 for each such dependent."

6 PART F—UTILIZATION OF TELEVISION, RADIO, MOTION
 7 PICTURES, AND RELATED MEDIA FOR EDUCATIONAL
 8 PURPOSES

9 EXTENSION OF PROGRAM

10 SEC. 151. Section 763 of the National Defense Educa-
 11 tion Act of 1958 is amended by striking out "six succeeding
 12 fiscal years" and inserting in lieu thereof "nine succeeding
 13 fiscal years".

14 PART G—MISCELLANEOUS

15 STATE ADMINISTRATION

16 SEC. 161. (a) Subparagraph (2) of section 1004(a)
 17 of the National Defense Education Act of 1958 is amended
 18 by inserting before the semicolon "and will keep such ree-
 19 cords and afford such access thereto as are necessary to
 20 assure the correctness and verification of such reports".

21 (b) Subparagraph (3) of such section 1004(a) is
 22 amended by striking out "disbursement" and inserting in lieu
 23 thereof "application".

EXTENSION OF STATISTICAL SERVICES PROGRAM

SEC. 162. (a) Subsection (a) of section 1009 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "nine succeeding fiscal years".

(b) Such section 1009 is further amended by redesignating subsections (b), (c), and (d) as subsections (c), (d), and (e), respectively, and by inserting after subsection (a) the following new subsections:

"(b)(1) From the sums appropriated pursuant to subsection (a) for any fiscal year the Commissioner shall allot to each State (not including the Canal Zone, Guam, American Samoa, or the Virgin Islands) \$50,000, and to the Canal Zone, Guam, American Samoa, or the Virgin Islands \$25,000, and from the balance then remaining shall allot to each State an additional amount which bears the same ratio to such balance as the school-age population of such State bears to the total of the school-age populations of all the States, except that of such balance no State may receive an amount in excess of (A) \$125,000 or (B) 10 cents multiplied by the school-age population of the State, whichever is the smaller. Any portion of such balance which, by reason of the application of the limitations in

1 clauses ~~(A)~~ and ~~(B)~~ of the preceding sentence, remains
 2 after allotments ~~(or reallootments)~~ have been made under
 3 such sentence shall be reallootted among the States to which
 4 the limitations in such clauses do not apply, in proportion
 5 to the original allotments to such States under the preceding
 6 sentence, but subject to the limitations in such clauses.

7 “~~(2)~~ The amount of any State's allotment under para-
 8 graph ~~(1)~~ for any fiscal year which the Commissioner deter-
 9 mines will not be required for such fiscal year for carrying
 10 out programs under subsection ~~(c)~~ shall be available for
 11 reallootment from time to time, on such dates during such
 12 year as the Commissioner may fix, to other States in propor-
 13 tion to the original allotments to such States under paragraph
 14 ~~(1)~~ for such year, but with such proportionate amount for
 15 any of such other States being reduced to the extent it
 16 exceeds the sum the Commissioner estimates such State
 17 needs and will be able to use for such programs for such year
 18 and subject to the limitations in clauses ~~(A)~~ and ~~(B)~~ of
 19 paragraph ~~(1)~~ and the total of such reductions shall be
 20 similarly reallootted among the States whose proportionate
 21 amounts were not so reduced. Any amount reallootted to a
 22 State under this paragraph during such year shall be deemed
 23 part of its allotment under paragraph ~~(1)~~ for such year.”

24 ~~(C)~~ The subsection of such section 1009 herein redesi-

1 nated as subsection (e) is amended by striking out “improv-
 2 ing” in clause (1), by inserting “and maintenance” after
 3 “development” in clause (2), by striking out “improving
 4 methods for” in clause (4), and by striking out “\$50,000”
 5 and inserting in lieu thereof “its allotment for such year” in
 6 the last sentence thereof.

7 (d) The subsection of such section 1009 herein redesign-
 8 nated as subsection (d) is amended by striking out “(1)
 9 only to the extent it is a new program or an addition to or
 10 expansion of an existing program, and (2)”, and by striking
 11 out “(d)” and inserting in lieu thereof “(e)”.

12 PART II—AMENDMENTS OF TABLE OF CONTENTS

13 TABLE OF CONTENTS

14 SEC. 171. The table of contents of the National Defense
 15 Education Act of 1958 is amended—

16 (1) by striking out

“TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATH-
 EMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION”

17 and inserting in lieu thereof

“TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN
 SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER
 CRITICAL SUBJECTS”;

18 (2) by inserting after

“Sec. 504. Payments to States.”

19 the following:

“Sec. 505. Definitions.”;

1 ~~(3)~~ by striking out

~~"TITLE VI—LANGUAGE DEVELOPMENT"~~

2 and inserting in lieu thereof

~~"TITLE VI—LANGUAGE DEVELOPMENT AND INSTITUTES FOR ADVANCED
STUDY IN TEACHING CERTAIN CRITICAL SUBJECTS"; AND~~

3 ~~(4)~~ by striking out

~~"PART B—LANGUAGE INSTITUTES"~~

4 and inserting in lieu thereof

~~"PART B—INSTITUTES FOR ADVANCED STUDY IN TEACHING CERTAIN CRITICAL
SUBJECTS";~~

5 TITLE II—FEDERALLY AFFECTED AREAS

6 AMENDMENTS TO PUBLIC LAW 815

7 SEC. 201. ~~(a)~~ The first sentence of section 3 of the
8 Act of September 23, 1950, as amended ~~(20 U.S.C. 631–~~
9 645), is amended by striking out "1965" and inserting in
10 lieu thereof "1967."

11 ~~(b)~~ Subsection ~~(b)~~ of section 14 of such Act is
12 amended by striking out "1965" each time it appears
13 therein and inserting in lieu thereof "1967".

14 ~~(c)~~ Paragraph ~~(13)~~ of section 15 of such Act is
15 amended by inserting "the District of Columbia," after
16 "Guam,".

17 ~~(d)~~ Paragraph ~~(15)~~ of section 15 of such Act is
18 amended by striking out "1962–1963" and inserting in
19 lieu thereof "1964–1965".

AMENDMENTS TO PUBLIC LAW 874

SEC. 202. (a) Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out "1965" each place where it appears and inserting in lieu thereof "1967".

(b) Section 9(8) of such Act is amended by inserting "the District of Columbia," after "Guam,".

COMPREHENSIVE STUDY

SEC. 203. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 845 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

That this Act may be cited as the "National Defense Education Act Amendments, 1964".

TITLE I—AMENDMENTS OF TITLE I

AMENDMENT OF STATEMENT OF FINDINGS

SEC. 101. The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out "which have led to an

1 *insufficient proportion of our population educated in science,*
 2 *mathematics, and modern foreign language and trained in*
 3 *technology”.*

4 *SCHOOLS OF NURSING*

5 *SEC. 102. The second sentence of section 103(b) of the*
 6 *National Defense Education Act of 1958 is amended by*
 7 *striking out “private” and by striking out “(3)”, and by*
 8 *inserting before the period at the end thereof the following:*
 9 *“, and includes any school of nursing as defined in subsection*
 10 *(l) of this section”.*

11 *ADDITIONAL DEFINITIONS*

12 *SEC. 103. Section 103 of such Act is amended by adding*
 13 *at the end thereof the following:*

14 *“(l) The term ‘school of nursing’ means a public or*
 15 *other nonprofit collegiate or associate degree school of nursing.*

16 *“(m) The term ‘collegiate school of nursing’ means a*
 17 *department, division, or other administrative unit in a college*
 18 *or university which provides primarily or exclusively an*
 19 *accredited program of education in professional nursing and*
 20 *allied subjects leading to the degree of bachelor of arts,*
 21 *bachelor of science, bachelor of nursing, or to an equivalent*
 22 *degree, or to a graduate degree in nursing.*

23 *“(n) The term ‘associate degree school of nursing’*
 24 *means a department, division, or other administrative unit in*

1 a junior college, community college, college, or university
 2 which provides primarily or exclusively an accredited two-
 3 year program of education in professional nursing and allied
 4 subjects leading to an associate degree in nursing or to an
 5 equivalent degree.

6 “(o) The term ‘accredited’ when applied to any pro-
 7 gram of nurse education means a program accredited by a
 8 recognized body or bodies approved for such purpose by the
 9 Commissioner of Education.”

10 TITLE II—AMENDMENTS OF TITLE II

11 APPROPRIATIONS AUTHORIZED

12 SEC. 201. The first sentence of section 201 of the Na-
 13 tional Defense Education Act of 1958 is amended by striking
 14 out “and \$135,000,000 for the fiscal year ending June 30,
 15 1965, and such sums for the fiscal year ending June 30,
 16 1966, and each of the next three fiscal years as may be
 17 necessary to enable students who have received loans for
 18 school years ending prior to July 1, 1965, to continue or
 19 complete their education” and inserting in lieu thereof
 20 “\$163,300,000 for the fiscal year ending June 30, 1965,
 21 \$179,300,000 for the fiscal year ending June 30, 1966,
 22 and \$200,000,000 for the fiscal year ending June 30, 1967,
 23 and such sums for the fiscal year ending June 30, 1968, and
 24 each of the next three fiscal years as may be necessary to

1 enable students who have received loans for school years
 2 ending prior to July 1, 1967, to continue or complete their
 3 education”.

4 ALLOTMENTS TO STATES

5 SEC. 202. Section 202 of the National Defense Educa-
 6 tion Act of 1958 (20 U.S.C. 422) is amended by striking
 7 out “1965” wherever it appears therein and inserting in lieu
 8 thereof “1967”.

9 PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

10 SEC. 203. Effective with respect to fiscal years begin-
 11 ning after June 30, 1964, section 203 of the National De-
 12 fense Education Act of 1958 is further amended by striking
 13 out subsection (b) and by striking out “(a)” after “SEC.
 14 203.”.

15 CONDITIONS OF AGREEMENTS

16 SEC. 204. (a) Paragraph (4) of section 204 of the
 17 National Defense Education Act of 1958 is amended to read
 18 as follows:

19 “(4) provide that in the selection of students to
 20 receive loans from such student loan fund special con-
 21 sideration shall be given to students with a superior
 22 academic background;”.

23 (b) The amendment made by subsection (a) of this
 24 section shall apply to the selection of students under title II
 25 of the National Defense Education Act of 1958 made in or

1 after the second month following the month in which this
2 Act is enacted.

3 TERMS OF LOANS

4 SEC. 205. (a) Subsection (a) of section 205 of the
5 National Defense Education Act of 1958 is amended to read
6 as follows:

7 “(a) The total of the loans for any academic year or its
8 equivalent, as determined under regulations of the Commis-
9 sioner, made by institutions of higher education from loan
10 funds established pursuant to agreements under this title may
11 not exceed \$2,500 in the case of any graduate or professional
12 student (as defined in regulations of the Commissioner),
13 and may not exceed \$1,000 in the case of any other student.
14 The aggregate of the loans for all years from such funds may
15 not exceed \$10,000 in the case of any graduate or profes-
16 sional student (as so defined, and including any loans from
17 such funds made to such person before he became a graduate
18 or professional student), or \$5,000 in the case of any other
19 student.”

20 (b)(1) Subparagraph (1)(C) of subsection (b) of
21 such section 205 is amended by striking out “either as an
22 undergraduate or graduate student” and inserting in lieu
23 thereof “as an undergraduate, graduate, or professional
24 student”.

1 (2) Paragraph (2) of such subsection (b) of such
2 section 205 is amended by striking out “and (D)” and
3 inserting in lieu thereof the following: “(D) the institution
4 may provide that periodic installments need not be paid dur-
5 ing any period or periods, aggregating not in excess of three
6 years, during which the borrower is in part-time attendance
7 at an institution of higher education taking courses which
8 are creditable toward a degree, and may also provide that
9 any such period shall not be included in determining the ten-
10 year period during which the repayment must be completed,
11 but interest shall continue to accrue during any such period,
12 and (E)”.

13 (3) Subparagraph (3) of such subsection (b) of such
14 section 205 is amended to read as follows:

15 “(3) not to exceed 50 per centum of any such loan
16 (plus interest) shall be canceled for service as a full-
17 time teacher in a public or other nonprofit elementary
18 or secondary school in a State, in an institution of
19 higher education, or in an elementary or secondary school
20 overseas of the Armed Forces of the United States, at
21 the rate of 10 per centum of the amount of such loan plus
22 interest thereon, which was unpaid on the first day of
23 such service.”

24 (4) Paragraph (4) of subsection (b) of such section

1 205 is amended by inserting immediately before the semi-
2 colon at the end thereof the following: "in all cases except
3 where the date on which repayment is to begin is suspended
4 by reason of clause (D) of paragraph (2)".

5 (c) The amendment made by subsection (a) shall
6 apply for purposes of determining the amount of any loans
7 under title II of the National Defense Education Act of
8 1958 for academic years beginning after the date of enact-
9 ment of this Act. The amendments made by paragraphs (2)
10 and (4) of subsection (b) shall apply to any loan (under
11 an agreement under title II of the National Defense Educa-
12 tion Act of 1958) outstanding on the date of enactment of
13 this Act only with the consent of the institution which made
14 the loan. The amendment made by paragraph (3) of sub-
15 section (b) shall apply with respect to service performed
16 during academic years beginning after the enactment of this
17 Act, whether the loan was made before or after such enact-
18 ment.

19 DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

20 SEC. 206. Section 206 of the National Defense Educa-
21 tion Act of 1958 (20 U.S.C. 426) is amended by striking
22 out "1969" wherever it appears therein and inserting in lieu
23 thereof "1971".

1 *TITLE III—AMENDMENTS OF TITLE III*
 2 *APPROPRIATIONS AUTHORIZED*

3 *SEC. 301. Section 301 of the National Defense Educa-*
 4 *tion Act of 1958 is amended to read as follows:*

5 *“APPROPRIATIONS AUTHORIZED*

6 *“SEC. 301. There are hereby authorized to be appro-*
 7 *priated \$70,000,000 for the fiscal year ending June 30,*
 8 *1959, and for each of the eight succeeding fiscal years, for*
 9 *(1) making payments to State educational agencies under*
 10 *this title for the acquisition of equipment (suitable for use in*
 11 *providing education in science, mathematics, modern foreign*
 12 *language, reading, and English when taught to persons for*
 13 *whom English is a second language), and wall maps and*
 14 *globes, but excluding supplies which are consumed in use, and*
 15 *for minor remodeling described in paragraph (1) of section*
 16 *303(a), and (2) making loans authorized in section 305.*
 17 *There are also authorized to be appropriated \$5,000,000 for*
 18 *the fiscal year ending June 30, 1959, and each of the eight*
 19 *succeeding fiscal years for making payments to State educa-*
 20 *tional agencies under this title to carry out the programs de-*
 21 *scribed in paragraph (5) of section 303(a).”*

22 *ALLOTMENTS TO STATES*

23 *SEC. 302. (a) The second sentence of subsection*
 24 *(a)(2) of section 302 of the National Defense Education*
 25 *Act of 1958 is amended by striking out “as soon as possible*

1 after the enactment of this Act, and again between July 1
 2 and August 31 of 1959" and inserting in lieu thereof "be-
 3 tween July 1 and August 31 of each even-numbered year
 4 beginning with calendar year 1964".

5 (b) The third sentence of such subsection is amended
 6 to read as follows: "Each such promulgation shall be con-
 7 clusive for each of the two fiscal years in the period July 1
 8 next succeeding such promulgation, except that the ratios
 9 promulgated in 1959 shall be conclusive for each of the five
 10 fiscal years in the period beginning July 1, 1960, and ending
 11 June 30, 1965."

12 (c) Effective with respect to allotments under subsec-
 13 tion (b) of section 302 of such Act for fiscal years beginning
 14 after June 30, 1964, the third sentence of such subsection
 15 is amended by striking out "\$20,000" wherever it appears
 16 therein and inserting in lieu thereof "\$50,000".

17 STATE PLANS

18 SEC. 303. (a) Clause (A) of section 303(a)(1) of the
 19 National Defense Education Act of 1958 is amended to read
 20 as follows: "(A) acquisition of laboratory and other special
 21 equipment (other than supplies consumed in use), includ-
 22 ing audiovisual materials and equipment and printed and
 23 published materials (other than textbooks), suitable for use
 24 in providing education in science, mathematics, modern for-
 25 eign language, reading, or English when taught to persons for

1 *whom English is a second language in public elementary or*
2 *secondary schools, or both, and of wall maps, globes and test-*
3 *grading equipment for such schools and specialized equip-*
4 *ment for audiovisual libraries serving such schools, and such*
5 *equipment may, if there exists a critical need therefor in the*
6 *judgment of local school authorities, be used when available*
7 *and suitable in providing education in other subject matter,*
8 *and”.*

9 *(b) Paragraph (5) of section 303(a) is amended by*
10 *striking out “and modern foreign languages” and inserting*
11 *in lieu thereof “science, mathematics, modern foreign lan-*
12 *guage, reading, and English when taught to persons for*
13 *whom English is a second language, or in connection with*
14 *the use of maps and globes”.*

15 *PAYMENTS TO STATES*

16 *SEC. 304. The second sentence of subsection (b) of sec-*
17 *tion 304 of such Act is amended by striking out “five” and*
18 *inserting in lieu thereof “seven”.*

19 *INTEREST RATES*

20 *SEC. 305. Paragraph (3) of subsection (b) of section*
21 *305 of such Act is amended by striking out “as of the last day*
22 *of the month” and inserting in lieu thereof the following:*
23 *“as computed at the end of the fiscal year next”.*

TITLE IV—FELLOWSHIPS

SEC. 401. *Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:*

“NUMBER OF FELLOWSHIPS

“SEC. 402. (a) *During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed three thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed five thousand such fellowships, and during the fiscal year ending June 30, 1967, he is authorized to award not to exceed six thousand five hundred such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years.*”

AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

SEC. 402. (a) *The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958*

1 is amended to read as follows: "Of the total number of
2 fellowships authorized by section 402(a) to be awarded
3 during a fiscal year (1) not less than one thousand five
4 hundred of such fellowships awarded during the fiscal year
5 ending June 30, 1965, and not less than one-third of such
6 fellowships awarded during fiscal years ending June 30,
7 1966, and June 30, 1967, shall be awarded to individuals
8 accepted for study in graduate programs approved by the
9 Commissioner under this section, and (2) the remainder
10 shall be awarded on such bases as he may determine, sub-
11 ject to the provisions of subsection (c)." The second sen-
12 tence of subsection (a) of such section is amended by striking
13 out " , and " at the end of clause (2) and inserting in lieu
14 thereof a period, and by striking out clause (3) thereof.

15 (b) Section 403(b) of such Act is amended by striking
16 out "under this title" and inserting in lieu thereof "as
17 described in clause (1) of subsection (a)", and by inserting
18 before the period at the end thereof the following: " , and
19 the Commissioner shall give consideration to such objective
20 in determining the number of fellowships awarded under this
21 title for attendance at any one institution of higher educa-
22 tion".

23 (c) Section 403 of such Act is further amended by add-
24 ing at the end thereof the following new subsections:

1 “(c) Recipients of fellowships under this title shall be
2 persons who are interested in teaching, or continuing to
3 teach, in institutions of higher education and are pursuing,
4 or intend to pursue, a course of study leading to a degree
5 of doctor of philosophy or an equivalent degree.

6 “(d) No fellowship shall be awarded under this title
7 for study at a school or department of divinity. For the
8 purposes of this subsection, the term ‘school or department
9 of divinity’ means an institution or department or branch of
10 an institution, whose program is specifically for the education
11 of students to prepare them to become ministers of religion or
12 to enter upon some other religious vocation or to prepare
13 them to teach theological subjects.”

14 “(d) The amendments made by this section shall become
15 effective July 1, 1964.

16 FELLOWSHIP STIPENDS

17 SEC. 403. Section 404(a) of the National Defense Edu-
18 cation Act of 1958 is amended (1) by striking out “aca-
19 demic year of study after the baccalaureate degree” and
20 inserting in lieu thereof “year of study”, and (2) by adding
21 at the end thereof the following: “Where a person awarded
22 a fellowship under this title for study at an institution of
23 higher education pursues his studies as a regularly enrolled
24 student at such institution during periods outside of the reg-

1 ular sessions of the graduate program of the institution, the
 2 Commissioner may make appropriate adjustments in his sti-
 3 pends and allowances for dependents."

4 *TITLE V—GUIDANCE, COUNSELING, AND*
 5 *TESTING; IDENTIFICATION AND ENCOUR-*
 6 *AGEMENT OF ABLE STUDENTS*

7 *APPROPRIATIONS AUTHORIZED*

8 *SEC. 501.* Section 501 of the National Defense Educa-
 9 tion Act of 1958 is amended by striking out "and \$17,500,-
 10 000 each for the fiscal year ending June 30, 1964, and the
 11 succeeding fiscal year," and inserting in lieu thereof
 12 "\$17,500,000 for the fiscal year ending June 30, 1964,
 13 \$23,500,000 for the fiscal year ending June 30, 1965,
 14 \$23,500,000 for the fiscal year ending June 30, 1966, and
 15 \$28,500,000 for the fiscal year ending June 30, 1967,".

16 *STATE PLANS*

17 *SEC. 502.* (a) Paragraph (1) of subsection (a) of sec-
 18 tion 503 of the National Defense Education Act of 1958 is
 19 amended to read as follows:

20 "(1) a program for testing students in the public
 21 elementary and secondary schools of such State and, if
 22 authorized by law, in other elementary and secondary

schools in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and"

(b) Paragraph (2) of subsection (a) of section 503 of such Act is amended by striking out “who are not below grade 7”.

PAYMENTS TO STATES

SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out “five” and inserting in lieu thereof “seven”.

(b) Section 504(b) of such Act is amended by striking out “, who are not below grade 7,” and by striking out “six” and inserting in lieu thereof “eight”.

REPEALER

SEC. 504. Title V of the National Defense Education Act of 1958 is amended by striking out the heading "Part A—State Programs", and by striking out part B thereof.

TECHNICAL AMENDMENT

SEC. 505. Sections 501, 503, and 504 of the National Defense Education Act of 1958 are each amended by striking out “part” and inserting in lieu thereof “title”.

1 *TITLE VI—LANGUAGE DEVELOPMENT*2 *EXTENSION OF TITLE*

3 *SEC. 601. (a) Section 601 of the National Defense*
4 *Education Act of 1958 is amended by striking out "1965"*
5 *wherever it appears therein and inserting in lieu thereof*
6 *"1967".*

7 *(b) Section 603 of such Act is amended to read as*
8 *follows:*

9 *"APPROPRIATIONS AUTHORIZED*

10 *"SEC. 603. There are hereby authorized to be appro-*
11 *priated \$8,000,000 for the fiscal year ending June 30, 1964,*
12 *\$13,000,000 for the fiscal year ending June 30, 1965,*
13 *\$14,000,000 for the fiscal year ending June 30, 1966, and*
14 *\$16,000,000 for the fiscal year ending June 30, 1967, to*
15 *carry out the provisions of this title."*

16 *REPEALER*

17 *SEC. 602. Effective July 1, 1964, title VI of the Na-*
18 *tional Defense Education Act of 1958 is amended by striking*
19 *out the center heading "Part A—Centers and Research and*
20 *Studies" and by striking out part B thereof.*

1 *TITLE VII—UTILIZATION OF TELEVISION, RA-*
2 *DIO, MOTION PICTURES, AND RELATED*
3 *MEDIA FOR EDUCATIONAL PURPOSES*

4 *EXTENSION OF PROGRAM*

5 *SEC. 701. Section 763 of the National Defense Educa-*
6 *tion Act of 1958 is amended by striking out “six succeeding*
7 *fiscal years” and inserting in lieu thereof “eight succeeding*
8 *fiscal years”.*

9 *TITLE VIII—MISCELLANEOUS*

10 *STATE ADMINISTRATION*

11 *SEC. 801. (a) Subparagraph (2) of section 1004(a)*
12 *of the National Defense Education Act of 1958 is amended*
13 *by inserting before the semicolon “and will keep such records*
14 *and afford such access thereto as the Commissioner may find*
15 *necessary to assure the correctness and verifications of such*
16 *reports”.*

17 *(b) Subparagraph (3) of such section 1004(a) is*
18 *amended by inserting before the period at the end thereof*
19 *“(including such funds paid by the State to the local educa-*
20 *tional agencies)”.*

1 *EXTENSION OF STATISTICAL SERVICES PROGRAM*

2 *SEC. 802. Section 1009(a) of the National Defense*
3 *Education Act of 1958 is amended by striking out "six" and*
4 *inserting in lieu thereof "eight".*

5 *TITLE IX—ADDITIONAL TITLES*

6 *SEC. 901. (a) The National Defense Education Act of*
7 *1958 is amended by adding at the end thereof the following*
8 *new title:*

9 *"TITLE XI—INSTITUTES*

10 *"AUTHORIZATION OF INSTITUTES*

11 *"SEC. 1101. There are authorized to be appropriated*
12 *\$35,000,000 for the fiscal year ending June 30, 1965, and*
13 *each of the two succeeding fiscal years, to enable the Com-*
14 *missioner to arrange, through grants or contracts, with col-*
15 *leges and universities for the operation by them of short-*
16 *term or regular session institutes for advanced study, includ-*
17 *ing study in the use of new materials, to improve the*
18 *qualification of individuals—*

19 *"(1) who are engaged, or are preparing to engage*
20 *in elementary or secondary schools as counseling and*
21 *guidance personnel,*

22 *"(2) who are engaged in or preparing to engage in*
23 *the teaching, or supervising or training of teachers, of*
24 *modern foreign languages, reading, or English when*

1 *taught to persons for whom English is a second language,*
2 *in elementary or secondary schools,*

3 “(3) *who are engaged in or preparing to engage in*
4 *the teaching of disadvantaged youth and are, by virtue*
5 *of their service or future service in elementary or sec-*
6 *ondary schools enrolling substantial numbers of cul-*
7 *turally, economically, socially, and educationally*
8 *handicapped youth, in need of specialized training;*
9 *except that no institute may be established under this*
10 *title for teachers of disadvantaged youth unless such*
11 *institute will offer a specialized program of instruction*
12 *designed to assist such teachers in coping with the unique*
13 *and peculiar problems involved in the teaching of such*
14 *youth, or*

15 “(4) *who are engaged as library personnel in the*
16 *elementary or secondary schools, or as supervisors of*
17 *such personnel.*

18 “STIPENDS

19 “SEC. 1102. *Each individual who attends an institute*
20 *operated under the provisions of this title shall be eligible*
21 *(after application therefor) to receive a stipend at the rate*
22 *of \$75 per week for the period of his attendance at such*
23 *institute, and each such individual with one or more depend-*

1 *ents shall receive an additional stipend at the rate of \$15*
 2 *per week for each such dependent."*

3 *TITLE X—AMENDMENTS OF TABLE OF*
 4 *CONTENTS*

5 *SEC. 1001. The table of contents of the National De-*
 6 *fense Education Act of 1958 is amended—*

7 *(1) by striking out*

"PART A—STATE PROGRAMS";

8 *(2) by striking out*

"PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

"Sec. 511. Authorization.";

9 *(3) by striking out*

"PART A—CENTERS AND RESEARCH AND STUDIES";

10 *(4) by striking out*

"PART B—LANGUAGE INSTITUTES

"Sec. 611. Authorization.";

11 *(5) by inserting at the end thereof the following:*

"TITLE XI—INSTITUTES

"Sec. 1101. Authorization of institutes.

"Sec. 1102. Stipends."

12 *TITLE XI—FEDERALLY AFFECTED AREAS*

13 *EXTENSION OF PUBLIC LAW 815*

14 *SEC. 1101. (a) The first sentence of section 3 of the Act*
 15 *of September 23, 1950, as amended (20 U.S.C. 631-645),*
 16 *is amended by striking out "1965" and inserting in lieu*
 17 *thereof "1966".*

18 *(b) Subsection (b) of section 14 of such Act is amended*

1 *by striking out "1965" each time it appears therein and*
 2 *inserting in lieu thereof "1966".*

3 *(c) Paragraph (15) of section 15 of such Act is*
 4 *amended by striking out "1962-1963" and inserting in lieu*
 5 *thereof "1963-1964".*

6 *AMENDMENTS TO PUBLIC LAW 874*

7 *SEC. 1102. Sections 2(a), 3(b), and 4(a) of the Act of*
 8 *September 30, 1950, as amended (20 U.S.C. 236-244),*
 9 *are each amended by striking out "1965" each place where*
 10 *it appears and inserting in lieu thereof "1966".*

11 *COMPREHENSIVE STUDY*

12 *SEC. 1103. The Commissioner of Education shall submit*
 13 *to the Secretary of Health, Education, and Welfare for*
 14 *transmission to the Congress on or before June 30, 1965, a*
 15 *full report of the operation of Public Laws 815 and 874, as*
 16 *extended by this Act, and his recommendations as to what*
 17 *amendments to such laws should be made if they are further*
 18 *extended.*

Passed the Senate August 1, 1964.

Attest: FELTON M. JOHNSTON,
Secretary.

Passed the House of Representatives with an amendment August 14, 1964.

Attest: RALPH R. ROBERTS,
Clerk.

AN ACT

To amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, Eighty-first Congress (federally affected areas).

IN THE HOUSE OF REPRESENTATIVES

AUGUST 14, 1964

Ordered to be printed as passed

Mr. KIRWAN. Mr. Speaker, I move the previous question on the conference report.

The previous question was ordered.

The SPEAKER pro tempore (Mr. KEOGH). The question is on the conference report.

The conference report was agreed to.

The SPEAKER pro tempore. The Clerk will report the first amendment in disagreement.

The Clerk read as follows:

Senate amendment No. 3: On page 4, line 10, insert the following: "791,200, to remain available until expended, of which \$64,000 shall be available for the readjustment and alteration of the facilities of the Broughton Mutual Telephone Company to permit continued service to the present users not affected by the Milford Dam and Reservoir project".

Mr. KIRWAN. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. KIRWAN moves that the House recede from its disagreement to the amendment of the Senate numbered 3 and concur therein.

The motion was agreed to.

The SPEAKER pro tempore. The Clerk will report the next amendment in disagreement.

The Clerk read as follows:

Senate amendment No. 4: Page 4, line 15, insert the following: "and of which not to exceed \$131,500 shall be available for construction of a road from the new townsite of Lower Brule to Counsellor Cove, and such work is hereby authorized:".

Mr. KIRWAN. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. KIRWAN moves that the House recede from its disagreement to the amendment of the Senate numbered 4 and concur therein.

The motion was agreed to.

The SPEAKER pro tempore. The Clerk will report the next amendment in disagreement.

The Clerk read as follows:

Senate amendment No. 13: Page 12, line 4, insert the following: "Provided further, That not to exceed \$2,000,000 as proposed in Senate Document 89, Eighty-eighth Congress, for maintaining suitable water quality in the Colorado River shall be nonreimbursable:".

Mr. KIRWAN. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. KIRWAN moves that the House recede from its disagreement to the amendment of the Senate numbered 13 and concur therein.

The motion was agreed to.

The SPEAKER pro tempore. The Clerk will report the next amendment in disagreement.

The Clerk read as follows:

Senate amendment No. 14: Page 12, line 13, insert: "Provided further, That not to exceed \$26,000 shall be available for reimbursement to the city of Malta, Montana, for the cost of improvements to streets and appurtenant facilities adjoining property under the jurisdiction of the Department of the Interior in that city to be nonreimbursable and nonreturnable".

Mr. KIRWAN. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. KIRWAN moves that the House recede from its disagreement to the amendment of the Senate numbered 14 and concur therein.

The motion was agreed to.

The SPEAKER pro tempore. The Clerk will report the next amendment in disagreement.

The Clerk read as follows:

Senate amendment No. 15: Page 12, line 18, insert the following: "Provided further, That not to exceed \$200,000 of funds made available for improvement of access roads in the Weber Basin project area shall be nonreimbursable.".

Mr. KIRWAN. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. KIRWAN moves that the House recede from its disagreement to the amendment of the Senate numbered 15 and concur therein with an amendment, as follows: In lieu of the sum named in said amendment, insert "\$150,000".

The motion was agreed to.

The SPEAKER pro tempore. The Clerk will report the next amendment in disagreement.

The Clerk read as follows:

Senate amendment No. 16: Page 14, line 3, insert the following:

"EMERGENCY FUND

"To reimburse the emergency fund authorized by the Act of June 26, 1948 (62 Stat. 1052), for expenses incurred for repair of flood damage to irrigation facilities of the Milk River and Sun River Federal reclamation projects, \$1,000,000, to remain available until June 30, 1965."

Mr. KIRWAN. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. KIRWAN moves that the House recede from its disagreement to the amendment of the Senate numbered 16 and concur therein.

The motion was agreed to.

(Mr. KIRWAN asked and was given permission to revise and extend his remarks, and to include certain tables.)

A motion to reconsider the votes by which action was taken on the several motions was laid on the table.

STATE, JUSTICE, AND COMMERCE, THE JUDICIARY, AND RELATED AGENCIES

Mr. ROONEY of New York. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the bill (H.R. 11134) making appropriations for the Departments of State, Justice, and Commerce, the Judiciary, and related agencies for the fiscal year ending June 30, 1965, and for other purposes, with Senate amendments thereto, disagree to the Senate amendments, and agree to the conference asked by the Senate.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New York?

Mr. GROSS. Mr. Speaker, reserving the right to object, does the gentleman have any idea whether the funds for the so-called civil rights bill will be in the gentleman's bill, or will they be in a supplemental appropriation and, therefore, charged to another fiscal budget?

Mr. ROONEY of New York. It is my understanding that the additional funds required as the result of the passage of the civil rights bill of 1964 will be in a supplemental bill. My subcommittee has already held hearings with regard to the requests for funds for implementation of the civil rights bill, and have marked up the various items presented by the Government agencies concerned.

Mr. GROSS. I thank the gentleman.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New York?

There was no objection.

The SPEAKER pro tempore. Without objection, the Chair appoints the following conferees: Messrs. ROONEY of New York, SIKES, MAHON, BOW, and LIPSCOMB.

BILLS AND JOINT RESOLUTIONS AP- PROVED AND SIGNED BY THE PRESIDENT

The President notified the House that on the following dates he had approved and signed bills and joint resolutions of the House of the following titles:

On August 7, 1964:

H.R. 3757. An act for the relief of Witold A. Lanowski;

H.R. 6413. An act to amend the act approved March 3, 1921, as amended, establishing standard weights and measures for the District of Columbia, and for other purposes;

H.R. 8479. An act for the relief of Georgetown D. Caskey;

H.R. 8954. An act to amend section 409 of title 37, United States Code, to authorize the transportation of house trailers and mobile dwellings of members of the uniformed services within the continental United States, within Alaska, or between the continental United States and Alaska, and for other purposes; and

H.R. 9689. An act declaring a portion of Bayou Black and Bayou Terrebonne, La., non-navigable waterways of the United States.

On August 10, 1964:

H.R. 82. An act to amend the Merchant Marine Act, 1936, in order to provide for the reimbursement of certain vessel construction expenses;

H.R. 4732. An act to change the name of the United States Olympic Association to the United States Olympic Committee;

H.R. 7419. An act to authorize the conclusion of agreements with Mexico for joint construction, operation, and maintenance of emergency flood control works on the lower Colorado River, in accordance with the provisions of article 13 of the 1944 Water Treaty with Mexico, and for other purposes;

H.R. 8654. An act to terminate a restriction on use with respect to certain land previously conveyed to the city of Fairbanks, Alaska, and to convey to said city the mineral rights in such land;

H.R. 10483. An act to authorize the sale of 58.19 acres of Eastern Shawnee tribal land in Oklahoma;

H.R. 10973. An act to provide for the disposition of judgment funds on deposit to the credit of the Lower Pend D'Oreille or Kalispel Tribe of Indians; and

H.R. 11754. An act to amend the Foreign Service Buildings Act, 1926, to authorize additional appropriations, and for other purposes.

H.J. Res. 1145. Joint resolution to promote the maintenance of international peace and security in southeast Asia.

On August 11, 1964:

H.R. 1892. An act to repeal the act of October 22, 1919 (41 Stat. 293; 43 U.S.C. 351-355, 357-360);

H.R. 2977. An act to authorize the sale of certain lands of the Cheyenne River Sioux Tribe;

H.R. 1215. An act to direct the Secretary of the Interior to convey certain lands to the Citizen Band of Potawatomi Indians and certain other lands to the Absentee Shawnee Tribe of Indians, and for other purposes;

H.R. 7833. An act to amend the act entitled "An act to provide for the distribution of the land and assets of certain Indian rancherias and reservations in California, and for other purposes," approved August 18, 1958 (72 Stat. 619);

H.R. 11622. An act to permit the vessel U.S.S. *Alabama* to pass through the Panama Canal without payment of tolls; and

H.J. Res. 658. Joint resolution authorizing and requesting the President to proclaim 1964 and 1965 as a period to "See the United States," and for other purposes.

On August 13, 1964:

H.R. 5302. An act to direct the Secretary of the Interior to convey certain lands in the Newton area, California, to Clarence J. Wilder;

H.R. 6007. An act to permit the vessel SC-1473 to engage in the fisheries; and

H.R. 10503. An act to authorize appropriations for the fiscal years 1966 and 1967 for the construction of certain highways in accordance with title 23 of the United States Code, and for other purposes.

On August 14, 1964:

H.R. 11049. An act to adjust the rates of basic compensation of certain officers and employees in the Federal Government, and for other purposes.

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS, 1964

Mr. BOLLING. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 852 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

Resolved, That upon the adoption of this resolution it shall be in order to move that the House resolve itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 11904) to amend and extend the National Defense Education Act of 1958. After general debate, which shall be confined to the bill and continue not to exceed two hours, to be equally divided and controlled by the chairman and ranking minority member of the Committee on Education and Labor, the bill shall be read for amendment under the five-minute rule. It shall be in order to consider, without the intervention of any point of order, the text of the bill (H.R. 12363) to extend Public Laws 815 and 874, 81st Congress (federally affected areas) for one year until June 30, 1966, as an amendment to the bill. At the conclusion of the consideration of H.R. 11904, the Committee shall rise and report the bill to the House with such amendments as may have been adopted and the previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit. After the passage of H.R. 11904, it shall be in order in the House to take from the Speaker's table the bill S. 3060 and to move to strike out all after the enacting clause of said Senate bill and to insert in lieu thereof the provisions contained in H.R. 11904 as passed by the House.

Mr. BOLLING. Mr. Speaker, I yield 30 minutes to the gentleman from Ohio [Mr. Brown], and pending that I yield myself such time as I may consume.

Mr. Speaker, I am not aware of any particular controversy over this resolu-

tion, which provides for the consideration of an extension of the National Defense Education Act. It also makes in order an amendment which would extend for 1 year the impacted areas bills, Public Laws 815 and 874. There will be amendments offered to the proposal reported by the committee, but they will be handled during the period of general debate and under the 5-minute rule.

Mr. Speaker, I should like to take a few minutes to speak about a colleague of ours who will not be with us after this session of Congress, who was the father of the National Defense Education Act when it was passed in 1958, the author of the bill, the individual who steered it through the House of Representatives, the gentleman from Alabama, our distinguished and able colleague, the Honorable CARL ELLIOTT.

I know of no man in the history of the American Congress, and I say advisedly the history of the American Congress, who has done more for the cause of education than has CARL ELLIOTT. His loss to the country and to the Congress is a great one. I hope that the people of his State will recognize in the near future how bad a mistake they made in not returning him to this great legislative body. He has been my friend for a long time. We came here together. He is an able man, completely dedicated to the public interest, one of the great public servants of our time.

Mrs. GREEN of Oregon. Mr. Speaker, will the gentleman yield?

Mr. BOLLING. I yield to the gentleman from Oregon.

Mrs. GREEN of Oregon. Mr. Speaker, I also would like to pay tribute to the gentleman from Alabama. It seems to me during the 10 years I have worked on legislation dealing with problems in the field of education in this House, there has been no single piece of education legislation that has done more to improve the quality of education and also no single piece of legislation that has done more to make it possible for the very capable but needy students to go on to a higher education than the national defense education act.

The 680,000 loans which thus far have been made to needy students will serve as a lasting tribute to the most able gentleman from Alabama who has contributed so much—as the gentleman from Missouri has already stated—to the cause of education.

There are so many people in our land who pay lipservice to the importance of education in the national scheme, but the gentleman from Alabama, CARL ELLIOTT, has really and truly dedicated his years of public service to making life more meaningful for those who have not had an adequate education and available job opportunities. It is he who has reminded this House on many occasions that we are not just spending money on education—we are investing money in education and we are investing in the future of this country, and it is the best possible investment we could make.

The experts tell us that 40 percent of our economic growth is credited not to capital investment, but to our investment in education.

Of course, the individual benefits from the greater earning capacity; the taxpayer benefits from the increased gross national product; and the country benefits from a greater income and a much higher standard of living. Mr. Speaker, history will undoubtedly record with great pride CARL ELLIOTT's contributions in many, many areas but none more noble than his very successful efforts to make it possible for hundreds of thousands of young men and young women to go to college. He really and truly believes that a nation such as ours, one that spends 15 times as much on legalized gambling as is spent on higher education, can afford to gamble on every young man and every young woman who really wants an education and is willing to work for it.

So, Mr. Speaker, I am delighted to join my colleague, the gentleman from Missouri, in paying tribute to one of the finest and most outstanding Members of this House of Representatives, a person who has served with great honor and who has made so many valuable contributions.

Mr. PERKINS. Mr. Speaker, will the gentleman yield?

Mr. BOLLING. I yield to the gentleman from Kentucky.

Mr. PERKINS. Mr. Speaker, I wish to associate myself with the remarks of the gentlewoman from Oregon and the gentleman from Missouri [Mr. BOLLING] in their eloquent tribute to our colleague CARL ELLIOTT. I likewise came here when the gentleman from Alabama was admitted to this body in the 81st Congress.

I do not know of any Member who has contributed more in the field of education than CARL ELLIOTT. I hope that the Nation will continue to have the services of this able public servant and statesman.

CARL ELLIOTT achieved a legislative triumph as author of the National Defense Education Act and wherever he may henceforth venture this monument will remain in these Halls.

Mr. QUIE. Mr. Speaker, will the gentleman yield?

Mr. BOLLING. I yield to the gentleman from Minnesota [Mr. QUIE].

Mr. QUIE. I thank the gentleman for yielding.

I also wish to pay my tribute to CARL ELLIOTT for the work he has done on the National Defense Education Act. I had the good fortune of serving with him while he was on the Committee on Education and Labor, and I know of his interest in education and his capable service.

I also wish to point out, naturally, from my side of the aisle, that this came during the Eisenhower administration. This legislation had strong bipartisan support. I remember well how the colleagues on this side of the aisle worked closely with the gentleman from Alabama [Mr. ELLIOTT] in developing the best legislation which could be developed, passed through this body and the other body with strong bipartisan support.

This kind of development in educational legislation means strength throughout our country. When we get into big hassles on purely partisan lines

I believe education suffers. That is why I am happy we have been able thus far to develop the National Defense Education Act with the great help of men like the gentleman from New Jersey [Mr. FRELINGHUYSEN], who has worked closely with this for a long time, and like the gentleman from Michigan [Mr. GRIFFIN].

I also wish to join the gentleman from Missouri in paying tribute to the gentleman from Alabama [Mr. ELLIOTT].

Mr. BOLLING. I thank the gentleman.

Mr. THOMPSON of New Jersey. Mr. Speaker, will the gentleman yield?

Mr. BOLLING. I yield to the gentleman from New Jersey [Mr. THOMPSON].

Mr. THOMPSON of New Jersey. Mr. Speaker, I had the honor and the pleasure of serving on the subcommittee which drafted the National Defense Education Act under the chairmanship of the gentleman from Alabama.

There were unusual circumstances in those days. I believe it is an enormous tribute to the gentleman and testimony to his vision that during the most difficult period of the drafting of this legislation, which, although it had considerable support from both sides, was also extremely controversial and most delicate in many ways. The gentleman from Alabama [Mr. ELLIOTT] saw years ahead and forecast the answer of this great piece of legislation, and steered it through the House with inimitable skill.

He is and has been to me a very dear, close, personal friend in addition to being a colleague. Everything that has been said about him here is true, and not enough yet has been said. I cannot find sufficient words to express my appreciation to him for his personal friendship, for his loyalty, for his courage, and above all for his far-sighted wisdom.

I wish to associate myself with the gentlewoman from Oregon and all others who have paid tribute to him, and especially the gentleman from Missouri.

Mr. BRADEMAS. Mr. Speaker, will the gentleman yield?

Mr. BOLLING. I yield to the gentleman from Indiana [Mr. BRADEMAS].

Mr. BRADEMAS. Mr. Speaker, I wish to associate myself as well with the remarks made by our several colleagues in tribute to the gentleman from Alabama. I believe it can be said without challenge that CARL ELLIOTT has come to be known as Mr. Education, for no other Member of this body has done more to help the boys and girls of the United States improve their opportunities for a good education in the modern world than has the gentleman from Alabama [Mr. ELLIOTT].

I have come to admire his abilities, to respect his integrity, and to cherish his friendship. I believe that his leaving this House is a tragedy for the young people of our country and for those of us who are deeply concerned about improving education in our country. I wish him well.

(Mr. BRADEMAS asked and was given permission to revise and extend his remarks.)

Mr. FRELINGHUYSEN. Mr. Speaker, will the gentleman yield?

Mr. BOLLING. I yield to the gentleman from New Jersey [Mr. FRELINGHUYSEN].

Mr. FRELINGHUYSEN. Mr. Speaker, I wish to join in paying my respects and congratulating the gentleman from Alabama for his many contributions to the cause of education and for his sponsoring of the National Defense Education Act which was enacted in 1958.

I might add that there was bipartisan support in the form of legislation introduced, and I was one of the cosponsors of that original legislation.

While we all recognize that the gentleman from Alabama made very major contributions in steering the legislation through the Congress, the program was based, I might say, on the recommendations of President Eisenhower. I am not saying this in any effort to minimize the contribution which Democrats on our committee and elsewhere made to this legislation. Also, I believe it significant that one of the most successful features in the National Defense Education Act has been the loan program, which was not part of the original program but was first sponsored by Republicans on the committee.

My only regret is that the changes in that act which we are presently considering—I hope we will consider them immediately—have not been given as full attention as was the original legislation.

As I understand it, the committee bill is in effect about to be abandoned and major amendments are about to be offered. We are going to have in other words, a repetition, on a somewhat smaller and I hope less controversial scale, of what occurred last week here when we were discussing the antipoverty bill. That bill also came from our committee.

(Mr. FRELINGHUYSEN asked and was given permission to revise and extend his remarks.)

Mr. BOLLING. Mr. Speaker, I yield to the gentleman from Michigan [Mr. GRIFFIN].

(Mr. GRIFFIN asked and was given permission to revise and extend his remarks.)

Mr. GRIFFIN. Mr. Speaker, I, too, want to join in the tributes being paid today to one of the ablest Members of the House, one of the most distinguished members of our Committee on Education and Labor, the gentleman from Alabama [Mr. ELLIOTT]. He has made a mark for himself in the history of education, and I think the whole Nation is in his debt.

Without in any way minimizing the importance of his contribution and leadership, I believe it should be recalled that the National Defense Education Act was developed on a bipartisan basis. Furthermore, the most significant title of the act, the loan program, which has helped more college students than any other program in our history with the possible exception of the postwar GI bill or rights, originated and was developed within our House committee.

I believe the judgment of the members of our committee, who insisted in 1958 that this loan program be substituted for

the limited scholarship program originally proposed, has been vindicated by the record which has been established.

Mr. Speaker, I thank the gentleman for yielding.

Mr. BOLLING. Mr. Speaker, I yield to the gentleman from California [Mr. ROOSEVELT].

(Mr. ROOSEVELT asked and was given permission to revise and extend his remarks.)

Mr. ROOSEVELT. Mr. Speaker, I, too, wish to join my colleagues in the tributes which have been paid today to our very distinguished friend from Alabama, CARL ELLIOTT. When I came to the Congress in 1955, I knew very little about education as far as national legislation was concerned, but under his guidance and tutelage I think I can safely say that I have come to a full realization of the importance of education to our national welfare. The fact that we are asked today and are able to supply the needs of our country for brains in order to make our national defense effective and that we can give opportunities to the young people of this country to meet not only the challenges of our times but to fulfill their own desires is to a very large degree due to the gentleman from Alabama.

I join my colleagues in wishing him nothing but happiness and success in the days to come.

Mr. BOLLING. Mr. Speaker, I yield to the gentleman from Florida [Mr. BENNETT].

Mr. BENNETT of Florida. Mr. Speaker, I am very happy on behalf of myself and I think all Members of the Congress and the country as a whole to express deep gratitude to CARL ELLIOTT for his leadership in the field of education, particularly with regard to the National Defense Education Act. Most of us who have been here about the length of time he has been here look back on our careers and feel we have done perhaps a pretty good job for our district and tried real hard to do something for our country as a whole, but I think CARL ELLIOTT, our beloved colleague from Alabama, can also really feel that he has left his footprints in the sands of time in a way which will count for the benefit of our country for many, many generations yet unborn. I think it is fortunate that we can pay this tribute to him today, because he is a man who is now in the prime of life and will undoubtedly make many great contributions to his State and his country in the future. It is good to be able to say these appropriate things to him personally today, because he has so sacrificially and greatly earned them.

Mr. BROWN of Ohio. Mr. Speaker, I yield myself such time as I may consume.

(Mr. BROWN of Ohio asked and was given permission to speak out of order and to revise and extend his remarks.)

Mr. BROWN of Ohio. Mr. Speaker, I asked unanimous consent to speak out of order so that I could join with others in paying my respects and a tribute to my good friend, CARL ELLIOTT, my colleague on the Rules Committee, and also my colleague and chairman of the Spe-

cial Committee on Government Research, of which I am the ranking member, for the contributions he has made throughout the years to the cause of education. As the original sponsor of the National Defense Education Act, back, I believe in 1958, our friend, CARL ELLIOTT, deserves great credit and has received such from those who have served with him.

That bill, of course, was the product, rightfully and properly so, because all legislation is a product of and the work of many persons, of a House committee which hammered out an exceptionally good piece of legislation at the time. That original legislation was signed into law as a nonpartisan effort by a President of the opposite political party from that of the gentleman from Alabama [Mr. ELLIOTT]. And that is proper and right because, after all, in considering the great problems of education there should be no room for partisanship or political differences, but instead there should be a true devotion to the solving of the problem at hand, in an effort to do only that which is best for our Republic, and will also best serve the causes of education.

So it is a pleasure for me, Mr. Speaker, to join with others here today in paying tribute, and a Godspeed, to my good friend and associate for many years, CARL ELLIOTT. In his leaving the Congress, we will have lost an able legislator and a fine man.

Mr. Speaker, if I may turn to the question of the matter at hand, House Resolution 852 makes in order, under 2 hours of general debate, the consideration of the National Defense Education Act Amendments for the year 1964, as contained in the bill, H.R. 11904. This rule permits the offering, without the intervention of any point of order, of the text of H.R. 12363 as an amendment. That bill would extend for 1 year, in their present forms, Public Laws 815 and 874, commonly known as the Federally Impacted School District Acts. Under those acts, of course, as you know, the Federal Government contributes to certain school districts which are impacted by Federal employees, certain payments in lieu of taxes.

If a great corporation moves into a school district anywhere in the United States, takes up a great deal of taxable land and property, and brings in many employees with their families, and throws upon the local school system the problem of educating additional hundreds or thousands of young people, such a corporation, of course, would be compelled to pay local taxes. It would pay school taxes to support the educational system of that area or community.

But, Mr. Speaker, when the Federal Government moves into a school district, takes a part of the land and property away from the district itself which represents its tax foundation, such land becomes the property of the Federal Government and is no longer taxable, with the result the tax income of the school district is reduced, while at the same time the cost of maintaining the educational system is that school district is

greatly increased because of the additional students flooding into the area as a result of the action of the Federal Government itself.

Mr. Speaker, I have always believed that under such circumstances it is only proper, correct, and fair, the Federal Government pay to such a school district money in lieu of taxes in order to equal the amount which a private corporation would pay, in the form of taxes.

So, Mr. Speaker, this rule would make in order the simple extension of Public Laws 815 and 874 for 1 year, without amendment or without change.

Mr. GROSS. Mr. Speaker, will the gentleman yield?

Mr. BROWN of Ohio. I yield quickly to the gentleman from Iowa.

Mr. GROSS. The rule provides that it shall be in order to consider, without the intervention of any point of order, the text of the bill, H.R. 12363, in connection with the consideration of the bill, H.R. 11904.

Does it mean that this provides for the consideration of H.R. 12363 but the waiver of points of order does not go to the subject matter of the bill, H.R. 12363?

Mr. BROWN of Ohio. That is a point of order against bringing in H.R. 12363, which otherwise would not be germane if the rule did not have this provision in it.

Mr. GROSS. But it does not waive points of order on the subject matter of the bill, H.R. 12363?

Mr. BROWN of Ohio. Not of H.R. 11904. That is my parliamentary understanding of the matter.

Mr. GROSS. If the gentleman will yield further, how about the subject matter of the bill itself, H.R. 12363?

Mr. BROWN of Ohio. It does not waive it.

If the gentleman from Iowa will read the rule carefully I believe he will agree with me that it shall be in order to consider without the intervention of any point of order, the text of H.R. 12363, the matter to which I have been referring. That is the only matter that would be subject to a point of order. If the rule did not so provide then a point of order could be made against such an amendment. That is the reason why the point of order on that particular item is waived, and so as to save the time of the House. We have other legislation awaiting action in the House that would do the same thing but which would have to go through the regular legislative process before coming to the floor of the House.

I believe the committee has acted wisely and well in agreeing to this provision in the rule and to accept this bill, H.R. 12363, as a part of the overall legislation in order that it can be voted upon. We can do what we please with it after it comes up to be voted upon as part of this legislation. In other words, it will be in order to have a vote on the matter.

Mr. Speaker, I would like to discuss in full detail, as I usually attempt to do, the provisions of this bill. However, because of the scarcity of time I shall ask unanimous consent at this point to in-

sert in the RECORD a breakdown or an analysis, if you please, of the different provisions of the bill and the different titles of the bill.

In the original bill, may I point out that there were 12 titles as the measure was presented to the Committee on Rules. Title XII is to be stricken or deleted from the bill through a committee amendment, according to the testimony given to the Committee on Rules, to eliminate entirely that section which deals with the Capitol Page School and, as I understand it, to substitute instead some language to provide for a committee or a commission study of the whole page school and various Capitol page matters.

That, in my opinion, is also a wise action at this time.

Mr. Speaker, with the understanding that I can insert at this point in the RECORD the analysis of the bill, I reserve the balance of my time.

The SPEAKER pro tempore. Without objection, the request of the gentleman from Ohio will be granted.

There was no objection.

The matter referred to follows:

H.R. 11904: NATIONAL DEFENSE EDUCATION ACT AMENDMENTS, 1964

TITLE I—AMENDMENTS OF TITLE I

This title provides that for the purposes of title II of the act, the student loan program, an institution of higher education shall include any school of nursing.

TITLE II—AMENDMENTS OF TITLE II

Appropriations authorized (sec. 201): This section would increase the authorizations from \$135 million to \$163.3 million for fiscal 1965, and authorizes \$179.3 million for fiscal 1966 and \$200 million for fiscal 1967. This section further authorizes an appropriation of such sums for fiscal year 1968 and the next 3 fiscal years as may be necessary to enable students who have received loans prior to 1967 to complete their education. (This increases present authorizations and extends the act 2 years.)

Payment of Federal capital contributions (sec. 203): This would delete the \$800,000 limitation on Federal contributions to the student loan fund of any institution of higher education.

Conditions of agreements (sec. 204): This section deletes existing preferences for students who express a desire to teach, and for students whose academic background includes science, math., engineering, or a foreign language.

Terms of loans (sec. 205): This section would increase the amount which may be borrowed by a graduate student from \$1,000 per year to \$2,500 per year, and from a total of \$5,000 to a total of \$10,000.

This section inserts a new clause which provides that repayment of any loan may be deferred by a loaning institution for a period of not to exceed 3 years during which the borrower is a part-time student in an institution of higher education.

This section also extends the loan forgiveness provisions to teachers in private elementary and secondary schools, to teachers in institutions of higher education, to social workers, and to counselors, registered nurses, teachers, and social workers working on antipoverty programs under the Economic Opportunity Act of 1964.

Coordination of student loan programs (sec. 207): Among other things this section would provide in subsection (c) that an institution of higher education may not participate in the National Defense Education

Act student loan program after June 30, 1965, if at the same time the institution is participating in any other student loan program under HEW.

TITLE III—AMENDMENTS OF TITLE III

Appropriation authorized (sec. 301): This section continues or extends the program of grants for the acquisition of certain specialized equipment and for the program of grants for State supervisory services and administration. This section broadens the equipment program to allow for the acquisition of equipment for the teaching of English, history, and geography.

This section would increase the present minimum allotment to States for supervisory service and administration from \$20,000 to \$50,000.

TITLE IV—FELLOWSHIPS

Number of fellowships (sec. 401): The number of fellowships would be increased from the present 1,500 for fiscal year 1965 to 5,000 for fiscal 1965, 7,500 for fiscal 1966, and 10,000 for fiscal 1967. The existing requirement that an institution give preference to those desiring to teach is deleted. The additional fellows would also be entitled to the present \$2,000 stipend and dependency allowance for each fellowship holder.

TITLE V—GUIDANCE, COUNSELING, AND TESTING: IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

Appropriations authorized (sec. 501): This section would increase the authorization from \$17,500,000 for fiscal 1965 to \$25 million for fiscal 1965, \$25,500,000 for fiscal 1966, and \$32,500,000 for fiscal 1967. Section 503 extends testing to private schools.

TITLE VI—LANGUAGE DEVELOPMENT

This title is also extended 2 years and section 603 would increase authorizations from \$8 million for fiscal 1965 to \$13 million for fiscal 1965, \$14 million for fiscal 1966, and \$16 million for fiscal 1967.

TITLE VII—UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

This title is extended for an additional 2 years.

TITLE VIII—MISCELLANEOUS

This title requires the keeping of additional records and extends the statistical services program for an additional 2 years.

TITLE IX—ADDITIONAL TITLES

Title XI—Institutes (sec. 1101): \$35 million would be authorized for the operation of institutes for advanced study to improve the qualifications of teachers preparing themselves as counseling and guidance personnel; preparing themselves to teach history, geography, modern foreign languages, English, or of a disadvantaged youth; preparing to be librarians.

Each individual who attends such institutes shall be entitled to a stipend of \$75 per week for the period of his attendance and \$15 per week for each dependent for the same period.

Title XII—Capitol Page School: (Deleted by amendment.)

Mr. BOLLING. Mr. Speaker, I move the previous question.

The previous question was ordered.

The SPEAKER pro tempore. The question is on the resolution.

The resolution was agreed to.

IN THE COMMITTEE OF THE WHOLE

Mrs. GREEN of Oregon. Mr. Speaker, I move that the House resolve itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 11904) to amend and extend the National Defense Education Act of 1958.

The motion was agreed to.

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the consideration of the bill H.R. 11904, with Mr. BOLLING in the chair.

The Clerk read the title of the bill.

By unanimous consent, the first reading of the bill was dispensed with.

Mrs. GREEN of Oregon. Mr. Chairman, I yield myself such time as I may need.

Mr. Chairman, the bill which we bring to the floor today calls for a 2-year extension of the National Defense Education Act originally sponsored by the gentleman from Alabama [Mr. ELLIOTT]. The legislation that was originally enacted and the legislation that we bring to you now does not satisfy everyone. It does provide more than some people want and perhaps it provides less than what other people might like.

However, in making these recommendations I think we are bringing a good bill to the floor and one that will strengthen education. Neither the gentleman from Alabama [Mr. ELLIOTT], nor those who are on the committee now believe that spending money just at random on education will accomplish our purposes. What we are trying to accomplish is to insure that any money we invest in education will, first of all, improve the quality of education, and second, will increase the educational opportunities for individuals.

Today, as I said, we bring to the House—legislation that we believe is directed toward those goals. It is a 2-year extension with certain amendments. Certainly there will be other amendments that will be offered from the floor. Some of us on the committee have already discussed these amendments. A few of them we think are in order. The gentleman from Ohio [Mr. BROWN], has already mentioned the Capitol Page School, which is in title XII.

May I say to my colleagues I am one of those who feels it is incumbent upon this House to do something about the education and the general welfare of congressional pages. We have 80 pages in the House, in the Senate, and in the Supreme Court.

I do not know whether most of the Members realize we are paying these pages at the rate of \$5,000 a year. We are hiring some pages who are only 14, 15, and 16 years old. We do not provide any responsible home for them. Their school is in the attic at the Library of Congress, where they meet at 6 o'clock in the morning. Our committee went over and visited the school, and I must say they are receiving a good education through the District of Columbia schools. We stayed until well after 9 o'clock, and found that for breakfast many of the pages only have a coke. All of you have watched them eat lunch in the cloakrooms. We visited them in the boardinghouses in which they live. Do you realize they have absolutely no supervision after school and working hours? I say to you in all seriousness that some change should be made and must be made as we are responsible for the 14-year-old youngsters that we bring

from towns of 1,000 population and turn loose in a city of 2 million, without any supervision and with over \$400 a month to spend. This is more than many adults make in a city where we refuse to set a minimum wage law. Grown men and women in Washington earn \$40 and \$45 a week. What does it do to a young teenager to suddenly have a salary of \$400 a month when he's still in high school? Is this a situation we want to leave unchanged? However, I have been persuaded to offer an amendment to delete title XII and have introduced a resolution as of yesterday which would call for the appointment of a special committee to study this problem: the salaries of pages, their residences, their education, and so on; and I hope that this Congress before many months will take some action on a situation that I think is very, very serious.

May I say also, Mr. Chairman, that at the proper time an amendment will be offered by the gentleman from Pennsylvania, who has had jurisdiction over the Federal impacted areas legislation. The Committee on Rules has made it germane to offer a 1-year extension of the Federal impact legislation with a special study.

Let me turn to the provisions of H.R. 11904. Title II and title XI in my judgment are the most important parts of the bill. Since the act was first enacted in 1958 there have been over 680,000 loans which have been made to needy students, students who might not otherwise have had the opportunity to attend college. May I say to my colleagues, that the rate of repayment by the students who borrowed under the program has been five times as fast as the law requires; I repeat, five times as fast; and out of all of the loans that have been made we are advised there has been only one loan that has been written off as a bad risk. I think that this is a record of which this Congress can indeed be proud.

In H.R. 11904 we provide an increase in the total amount of money available for student loans because of the rapidly increasing enrollment in our colleges and universities, and also because of the increasing cost of education. We retained the \$1,000 maximum amount for a student in the undergraduate years, and we say that at the graduate level a student can borrow up to \$2,500 per year.

We remove the ceiling on the amount any college and university may receive for their loan fund. I am sure that many of you have had your college presidents and administrators write to you about this and say they are not able to secure enough funds to provide the loans for all of the applicants in their institutions.

H.R. 11904 also expands the forgiveness feature in the act. The original legislation provided that any student borrower who goes into teaching in the public elementary or secondary schools may have up to 50 percent of his or her loan forgiven at the rate of 10 percent a year.

There were many of us on the committee who felt there was a great inequity in extending this feature to only those who went into teaching in the

public schools. The committee is making the recommendation in this bill that the forgiveness feature be extended to all teachers at the elementary, secondary, and college levels.

The bill also provides that the forgiveness feature be extended to social workers in private and public agencies, and to certain individuals who are working in the antipoverty program.

This would be limited to nurses, teachers, social workers, and counselors working on the antipoverty programs. However, I understand there is going to be an amendment at this particular point.

Mr. WAGGONNER. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I am glad to yield to the gentleman.

Mr. WAGGONNER. Would the limitation for these additional categories who will be given this forgiveness be limited to 50 percent of the loan?

Mrs. GREEN of Oregon. Yes, it would be limited to a total of 50 percent at the rate of 10 percent a year.

Mr. WAGGONNER. I thank the gentlewoman.

Mrs. GREEN of Oregon. The reason that this provision was put in the bill in the first instance is that some of us felt that individuals who go into these hard core areas and work in the slums should be given some kind of recognition. If it were within my power, I would pay them a bonus of \$5,000 a year. That is what we do for people in our foreign service when we give career officers additional money for serving in hardship posts.

Mr. GOODELL. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I am glad to yield to the gentleman.

Mr. GOODELL. Mr. Chairman, I would like first of all to pay a word of tribute to the gentlewoman from Oregon [Mrs. GREEN] now addressing us in the well of the House. She has insisted throughout our deliberations on this bill that we proceed in a completely bipartisan way. She has been very considerate of the minority side and the suggestions that have been made by the minority side actually have been given as much consideration as suggestions coming from the majority side. We did have some very serious differences of opinion when the bill emerged from the committee, but we have, I think, now resolved those differences of opinion. These amendments that will be offered, I think, are of critical importance from the viewpoint of the minority side. We feel the defense education act originally was set up to give certain priorities and to help in areas where there was a national need. We were concerned about the breadth of some of these amendments in opening this legislation up to conversion possibly into a general aid to education bill. The gentlewoman referred to the matter of loan forgiveness and this is the particular comment I want to make. This is something that concerned us a great deal. I am one who feels that we can perhaps extend the assistance to these students who urgently need help and who would otherwise not go to college. There is a need formula today for loans to college

students, but the need formula is perhaps the most generous and the most liberal that we have written in on any piece of Federal legislation. It seems to me, if we are going to forgive loans, we must recognize this, that this is a form of scholarship. There are ways that forgiveness can be used to help those who have a very urgent need rather than to continue the forgiveness in ways that distort our educational picture in this country. That is my concern with reference to the forgiveness procedure.

Mrs. GREEN of Oregon. I thank the gentleman from New York for his kind comments—and while I do not entirely agree with his comments, I believe I do understand his position.

Mr. Chairman, may I say I have been extremely happy that over the years this subcommittee has worked on a truly bipartisan basis. I certainly want to pay high tribute to my colleagues on the Democratic side of the aisle, the gentleman from Indiana [Mr. BRADEMAS], the gentleman from California [Mr. ROOSEVELT], the gentleman from Maryland, [Mr. SICKLES], and the gentleman from Florida [Mr. GIBBONS].

This bill comes out as the result of the combined effort of all of the members of the committee.

Equally important have been the contributions made by the gentleman from Minnesota [Mr. QUIE] who has worked very, very hard during the years to improve education, and the contributions made by the very able and persuasive gentleman from New York [Mr. GOODELL] and by the gentleman from Michigan [Mr. GRIFFIN].

Mr. Chairman, I think it is desirable—if possible—to work something out on a bipartisan basis. We think we are bringing a good bill for the consideration of the House; a bill that greatly strengthens the present act and a bill that will help education.

Mr. SMITH of Iowa. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I am glad to yield to the gentleman.

Mr. SMITH of Iowa. Mr. Chairman, as the gentlewoman knows, all during the years I have had a proposal to permit students to repay at the rate of 5 percent of their net taxable income in lieu of the rigid provisions of this bill. For the same reasons that the gentlewoman says, we need forgiveness for certain categories of students. It seems to me it is more equitable to permit those who go into lower paid jobs to repay at a more reasonable rate. Was this matter considered?

Mrs. GREEN of Oregon. I would say to the gentleman from Iowa, as a former member of the Committee on Education and Labor, that the proposal was considered very carefully, as well as some of the other proposals made by other of our colleagues in the House. The gentleman from Minnesota had a proposal. We also considered the so-called Ribicoff amendment.

It was the judgment of the committee that a continuation of this loan program was the most realistic approach and would provide help to those who need it most.

Mr. WAGGONNER. Mr. Chairman, will the gentlewoman yield for a question?

Mrs. GREEN of Oregon. I yield to the gentleman from Louisiana.

Mr. WAGGONNER. If I may refer back to title II for a moment, I should like to ask a question with respect to the removal of the \$800,000 limitation of money available to any one institution. The amendments proposed by this particular piece of legislation would remove the \$800,000 limitation which the 1963 act placed upon title II as to money available to these institutions.

I note from the report that seven institutions—I observe they are all larger institutions of higher education—requested money in excess of \$800,000, and it is recommended now that the limitation be removed.

It occurs to me there is a very distinct possibility that some of the larger institutions could, upon the removal of this ceiling, get the lion's share of the money and some of the smaller institutions might suffer as the result of the removal of the ceiling. Smaller institutions must be protected.

Could the gentlewoman tell the committee what precautionary measures will be taken to administer this program so that it will be equitable and the smaller institutions will not suffer as a result of the ceiling being removed? How will the funds be distributed?

Mrs. GREEN of Oregon. I can fully understand the concern of the gentleman from Louisiana. If it were a grant program I would share his concern deeply. However, this is a loan program.

Also, there is a matching feature. The individual college must put up 10 percent of the money. So I do not believe any college will ask for more funds than actually needed for the applications which have been received from the students.

The small universities are protected. We have tried to make the amount of loan money sufficiently large so that loans will be available for all needy students whether they be in small universities or very large universities.

Mr. WAGGONNER. The gentlewoman understands that I wish to be doubly sure that the allocations of money under this title, with the removal of the ceiling, will not be a contributing factor to the overall enrollment or growth of an institution. It must not be a matter of first come, first served.

Mrs. GREEN of Oregon. You can be assured that this will not be the case.

Mr. WAGGONNER. I thank the gentlewoman from Oregon.

Mr. GRIFFIN. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Michigan.

Mr. GRIFFIN. I should like to interject, for whatever it might be worth so far as the gentleman from Louisiana is concerned, that from the very beginning, in 1958, I was a staunch advocate of a ceiling to protect small colleges and universities. I believe that, as the program started and has progressed, perhaps the ceiling has served its purpose. I have been one of those who has been reluctant

to increase the ceiling, but as it has been increased I have become convinced it has not worked to the disadvantage of the smaller colleges and universities.

I believe, since this is a loan program and since we do have a history of administration which does protect the small colleges and universities, that we have probably reached the point now when the ceiling can be removed without great concern. I support that particular amendment.

Mr. THOMPSON of New Jersey. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield.

Mr. THOMPSON of New Jersey. The gentlewoman is to be commended for the work which she and her colleagues on her subcommittee have done. All of them, I believe, on both sides, have done an outstanding job.

As the gentlewoman knows, I have a deep and long-time interest not only in education but also in this particular legislation. I believe that the bill as reported to the House is a splendid one. There are only one or two major differences from the bill passed by the other body, which also is a good bill.

I am particularly glad that we have recognized, in this House legislation, the need to expand in title III the subject areas. I have felt for a long time that there was too much emphasis on mathematics, science, and modern foreign languages. We have added history, English, and geography, and increased the authorization. This is only one of a number of very constructive amendments or suggestions which the subcommittee recommended and the full committee approved.

I hope we will be able to stick very closely to the gentlewoman's bill as it is reported out of the committee. Once again I want to thank her for her efforts on behalf of this legislation.

Mrs. GREEN of Oregon. I thank the gentleman from New Jersey, whose devotion to quality education is well known.

Mr. Chairman, I do not want to take up all of the hour on this side, but I will be very glad to yield to the gentleman from Virginia [Mr. DOWNING].

Mr. DOWNING. I thank the gentlewoman very much.

Did I understand her to say that an amendment would be offered which would extend the impact aid portion for a year?

Mrs. GREEN of Oregon. That is correct.

Mr. DOWNING. I wonder if any consideration could be given to extending it for a period of 2 years. I make that request in the light of the difficulty which the school districts have of preparing a budget in advance and not knowing whether these funds will be available. It is a Herculean task for them. They are in a period of indecision. If it could be extended for a period of 2 years while the study is going on, it would make it much easier for them.

Mr. ROOSEVELT. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I will be glad to yield to the gentleman from California.

Mr. ROOSEVELT. May I say to my good friend I am, of course, in sympathy with the desire to keep these laws in operation, but I probably think he does not realize as it is presently operated it excludes a number of areas, including, for instance, my city of Los Angeles and many other big cities throughout the country, from any possibility of being included in the application of the law. We had hoped we might be able to do something about it this year, but it seems impossible to do so in the length of time left. So we would hope the gentleman would accept a 1-year extension in order that we may bring it back early next year and then go further into working out a further extension. We are wholeheartedly in favor of the measures presently in existence.

Mrs. GREEN of Oregon. May I also say to the gentleman from Virginia, that it is my understanding that only a 1-year extension will be offered under the rule given by the Committee on Rules.

Mr. EDMONDSON. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I will be glad to yield to the gentleman from Oklahoma.

Mr. EDMONDSON. I thank the gentlewoman and also want to compliment the committee and join in support of this very fine bill. Just as the gentleman from Virginia has stated, I have been concerned about the information that only a 1-year extension was to be asked. It has been my position and hope, too, that we could have a 2-year extension. Is the gentlewoman telling us the Rules Committee forbade the offering of an amendment for 2 years?

Mrs. GREEN of Oregon. No. The rule would make possible an extension of the Federal impact legislation. May I say to all of those who are concerned about the Federal impact that the present law does not expire until June 1965, and a 1-year extension extends the laws until June 1966. The chairman of the subcommittee that has jurisdiction over the Federal impact legislation has assured me that he will give Public Laws 815 and 874 his immediate attention next January.

Mr. EDMONDSON. I thank the gentlewoman for that assurance. Both of these aid programs are good programs that should be extended for at least 2 years.

Mr. DOWNING. Mr. Chairman, will the gentlewoman yield for one further question?

Mrs. GREEN of Oregon. Yes.

Mr. DOWNING. I understand the Senate bill carries a 2-year extension on impact aid. I cannot help but believe 2 years is a much more reasonable time, and I would be hopeful, although I do not want to substitute the Senate bill, that in conference it could be agreed to for a 2-year period.

Mrs. GREEN of Oregon. Certainly it can be debated in conference.

Mr. QUIE. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Minnesota.

Mr. QUIE. I would like to add my remarks to those of the gentleman from

Michigan [Mr. GRIFFIN] with regard to taking the ceiling off the loan provision, because the University of Minnesota was up against the loan limit and it is unable to make the number of loans it deems necessary. Of course, with the interest in loans and expanding enrollment in universities, and the number of young people without adequate funds to go to college, this will affect other institutions. While I do have the floor I would like to commend the gentlewoman for the good work she has done in reference to education legislation and particularly on this bill and thank her for our ability to work on the legislation with her.

Mr. GOODELL. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from New York.

Mr. GOODELL. I think when we are discussing loan forgiveness, we ought to make it clear it is not the university that benefits and it is not the university that is penalized if they become ineligible. It is the students who are going to receive these loans.

Here we had a ceiling that prevented enough money going to a large university. There were many students, many of them most in need, who were deprived of the student loans under this program. I think the basic reason for putting the limitation in originally was that we found it a little difficult to estimate just how many loans there would be, and we wanted to be sure that the small colleges were taken care of while we developed the program and then estimate the needs on a year-to-year basis.

Now we have developed this to a point where we know we have enough money in here to take care of all loans. Under those circumstances it is very unfair to deprive the students in any large university of the opportunity to participate in the program.

Mrs. GREEN of Oregon. Mr. Chairman, let me turn to one other point if I may. There is another provision in title II of H.R. 11904. It is an attempt by the committee to bring about a coordination of the student loan programs. Prior to 1958 when the National Defense Education Act was passed there was no federally sponsored student loan program. Since that time and in addition to the National Defense Education Act a student loan program for students in the health professions has been enacted, and a couple of weeks ago the Congress passed a student loan program for nurses.

In one of the committees of the House there is now a bill which would set up a special student loan program for veterinarians. I can see the possibility of a great proliferation of student loan programs. I do not want to suggest anything to the people from the Department of Agriculture, but there is a possibility soon that we will have a separate student loan program for those who are studying in the land-grant colleges. Or there might be another student loan program for lawyers. In my judgment and in the judgment of the subcommittee this is not good legislation.

We had hoped that we would be able to bring under one head, one department agency here in Washington the authority to administer all student loan programs and cut down on the bureaucracy and administrative costs. We succeeded in putting a provision in the bill so that the college or university had to elect, had to choose which student loan program they were going to participate in. We further provided that if they chose to set up a student loan program under some other act, then they would not be eligible for loans under the National Defense Education Act.

We did this in order to relieve the college of expensive administrative costs. Three federally sponsored student loan programs with three different sets of bookkeeping makes no sense to me. This change in this bill was put in for this purpose and this purpose only, not to try to step over into the jurisdiction of any other committee, but to bring about coordination and more efficient and economical administration of student loan programs.

Mr. HARRIS. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. At this point, I am very glad to yield to the distinguished gentleman from Arkansas, the Chairman of the Committee on Interstate and Foreign Commerce.

Mr. HARRIS. Mr. Chairman, first let me say that I want to join other Members in complimenting the gentlewoman from Oregon for her very wonderful work in the field of education and in the program which she and her great committee have brought to this Congress. I appreciate the comments that the lady has just made with reference to title II of the program. I am well aware of the position which the lady has heretofore expressed, as she has just again expressed it today, on these programs, in view of the conferences that we have held.

Of course, you are aware of the concern that we have had in our own committee of the kind of program we need to meet the health needs of this country. The administration recommended and legislation was sent to the Congress and referred to the Committee on Interstate and Foreign Commerce, which was H.R. 12, in this Congress, which became law on September 24, 1963. That is commonly referred to as the Professional Health Education Act.

That bill has become law. This is the first year in which there has been an administration program. Therefore, it really has not had an opportunity to work to the fullest extent.

Recently the administration sent up a nurses' training program, and at the request of the administration I introduced the bill. Hearings were held and the subcommittee which was assigned this particular matter went thoroughly into the program and worked out a bill and reported a clean bill H.R. 11214. That bill has passed this House. It has gone to the Senate. The Senate has passed the bill virtually as it was when the House passed it. That is now pending for final determination.

Since then the bill referred to, which is before us, has been reported and it provides, first, in title I, the section referring to the school of nursing, under the National Defense Education Act additional definitions.

In addition thereto, in title II, there is provided the proposed coordination, so-called, under section 207(a).

As a result of this action I would point out that the American Dental Association and others who have been greatly concerned with the program and who have worked on the Health Professions Educational Assistance Act over a long period of time have expressed their grave concern that the provision referred to, particularly 207 in title II, virtually repeals the Health Professions Educational Assistance Act.

Now we have gone into the matter and I am inclined to think that that would be the result.

In addition thereto the American Nurses' Association has advised the Congress of its great concern as to what would be done to the program on which they have worked and which the committee reported and which has already been passed in the House and has gone to the Senate. Now that bill has been passed by the Senate and is virtually worked out. They likewise expressed grave concern as to what this provision would do.

Our committee has considered the matter in view of these claims and we feel that there would be quite an interference.

I know the purpose which the gentlewoman from Oregon has just stated. I know how the gentlewoman feels about it. On the other hand we have, as the bills were reported, the purpose of studying the health needs of the Nation. We feel that these programs should be administered by the people in the Department of Health—the Public Health Service—and not become a part of the educational program administered by the Department of Education.

Therefore, our committee is gravely concerned about these provisions.

It is our hope that after reconsideration of this matter the committee of which the gentlewoman from Oregon is a member and the subcommittee of which she is chairman will permit us to strike particularly the provision referring to the coordination about which there has been so much objection and then have a modification of the definition, in line with the Diploma School of Nursing and, thereby, at least try to avoid this conflict which has developed.

Mr. DENT. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Pennsylvania.

Mr. DENT. Mr. Chairman, with the gentlewoman's permission, I would like to suggest to the gentleman from Arkansas [Mr. HARRIS], if it is so important and essential that we delete the so-called splinter aid loan bills that have been passed and taken away from National Defense Educational Act which was authorized to make loans to medical, nursing, veterinarian and any other college

or university students, then would it not be proper that we delete some of those acts that refer to students who are studying medicine and nursing so that the balance of the students in the country interested in these particular professions might receive the benefit of the National Defense Education Act fund?

As the matter now stands, there is a possibility of duplication, not in the administration of the act, but in the application for the loans by the students themselves and the colleges and the teachers.

Now, in our proposed act which is pending before the House today, we are going to eliminate that. Does the gentleman agree with that?

Mr. HARRIS. First, Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. Yes, I yield to the gentleman from Arkansas.

Mr. HARRIS. First, let me say that there is nothing in the Health Professions Educational Assistance Act which refers to veterinarians.

There has been in this case.

Mr. DENT. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. Let me finish.

Mr. DENT. There is nothing in here to cover the veterinarians, and I want to make sure it does not encroach upon the funds.

Mr. HARRIS. I am not speaking from the standpoint of the veterinarian problem because we have not contended that is a problem in connection with what we are bringing up here. We provide in the Professional Assistance Education Act that no student who has attended such a school shall receive a loan from a loan fund established under section 204 of the National Defense Act of 1958 as amended.

I will say further that we also provide a nonduplication provision in the nurses' program. You will have in that program the same provision so there cannot be any duplication. We did that purposely because we did not want this program to interfere with what the great committee has done with reference to the National Defense Education Act.

Mr. DENT. Are the loans being restricted to the premedical and colleges before they go into graduate schools?

Mr. HARRIS. The nurses' program has to do with undergraduate schools, too. The National Defense Education Act does not participate in loans to students in hospital schools. That is the reason we are suggesting that that provision or that definition be stricken.

Mr. DENT. Let us not misunderstand each other. I have supported both pieces of legislation.

Mr. HARRIS. Yes, I know the gentleman has.

Mr. DENT. I want to make sure in this National Defense Education Act legislation we will be able to restrict the schools from getting the sums of money allocated to them on a percentage formula which includes in the number of students counted in the formula those who are studying medicine, those who are studying nursing. I do not want to take anything from the act that has been

passed. But let us reserve the money of the National Defense Education Act, since you have an appropriation for your part.

Mr. HARRIS. That is the reason I suggest the deletion of the paragraph defining diploma schools of nursing and section 207 of title II. If that were done, what the gentleman has suggested would be accomplished.

Mr. DENT. No, I do not think so.

Mrs. GREEN of Oregon. Mr. Chairman, let me say first of all I believe very strongly in the section of H.R. 11904 providing for the coordination of the student loan programs. I think it is good legislation.

On the other hand, I do not want to enter into any bitter jurisdictional dispute and at a later time if the gentleman from Arkansas offers such an amendment, I personally would be inclined to support that amendment. However, I cannot speak for the other members of the subcommittee.

Mr. HARRIS. I thank the gentlewoman, and at an appropriate time I will offer such an amendment.

Mrs. GREEN of Oregon. I will see that the gentleman gets the time.

May I go through the remaining provision of the bill very briefly. Title III has been discussed by the gentleman from New Jersey. Let me emphasize that we would like to extend the provisions to include English. I will offer an amendment later on that precisely define the types of equipment that may be purchased under title III. We are particularly concerned about remedial reading. We are also concerned that this program should allow for the acquisition of maps and globes. I will offer that amendment at a later time.

Mr. PERKINS. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Kentucky.

Mr. PERKINS. If I understand the gentlewoman correctly, the program will be expanded to include remedial reading and English, but the other subjects will be omitted?

Mr. GREEN of Oregon. A part of the amendment will expand the title III program to include English when it is taught as a secondary language. In New York City we have many Spanish-speaking people and also in the Southwest; under the terms of the amendment, equipment could be purchased for the teaching of English to children from these families. The amendment will also expand title III to include reading, especially remedial reading, and allow for the acquisition of maps and globes.

Mr. PERKINS. The gentlewoman will agree with me that a considerable number of youngsters drop out of school because they are unable to read; get off to a poor start. If we can remedy this situation by providing remedial reading, special reading classes, and special equipment, we will go a long way toward solving the dropout problem.

I want to commend the gentlewoman for including English and remedial reading. I think if we have to concede anywhere we should not concede on English and remedial reading.

Mrs. GREEN of Oregon. I thank the gentleman from Kentucky.

Briefly, if I may continue without yielding, so that other members of the subcommittee may have a chance to speak, in title IV the graduate fellowship program is expanded. The Office of Education asked for authority to award 10,000 fellowships in fiscal year 1965. The committee has recommended the increases be gradual, 5,000 in 1965, 7,500 in 1966, and 10,000 in 1967.

Under title V of the act, guidance, counseling, and testing programs in secondary schools and in the seventh and eighth grades of elementary school are supported. The committee is recommending that the guidance, counseling, and testing program be extended to the elementary schools.

Many of us feel that it is essential that guidance and counseling services be available at the second-, third-, and fourth-grade level.

In title VI of the bill, the authorization of appropriations for foreign-language development programs is increased in order to provide a more satisfactory level of support for the language and areas centers.

If I may skip the titles containing minor amendments, I would like to discuss title XI, the institutes program. In my judgment, the institutes program has contributed more to education than any other program under the act. Under H.R. 11904 institutes will be provided for school librarians, for teachers of disadvantaged youths, who are working in the slum areas, and institutes for teachers of history, geography, and English. The statistics show that only one-fifth of the elementary teachers in this country have college degrees. In addition to that, we have a tremendous explosion of knowledge, demanding continued study and education. This is why we are providing an expansion of the institute programs. We also expand the institute program for guidance and counseling personnel to allow teachers at all grade levels in the elementary school to attend the institutes.

At this point, Mr. Chairman, I wish to commend the distinguished gentleman from Georgia, [Mr. LANDRUM], for his continued interest, support, and work on the amendments providing for training institutes. During our consideration of the Economic Opportunity Act, sponsored by this very devoted and able statesman, the need for training opportunities for personnel working in the slum areas was cited over and over. In recognition of this need, and in response to the well-documented statistics showing critical shortages of qualified and trained personnel, the gentleman from Georgia has given his complete and total support to the proposed title XI, especially those provisions authorizing support for the establishment of institutes for guidance and counseling personnel, teachers of reading, and librarians. He has been a most eloquent spokesman, especially for the librarians of this country.

Mr. Chairman, I hope that the members of this Committee will support the recommendations of the subcommittee.

Mr. HARDY. Mr. Chairman, will the gentleman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Virginia.

Mr. HARDY. I am glad to have the opportunity to hear the gentlewoman's discussion of the various parts of this bill. There is, however, one question that I would like to get the gentlewoman to help me understand with respect to the provision for the forgiveness of 50 percent of the loans to teachers. The bill includes the teaching in public or other nonprivate elementary schools. Would that make possible the situation that has developed as the result of the Supreme Court's outlawing prayers in school?

I wonder if this giving forgiveness of 50 percent to a teacher would be given to one who might teach a particular dogma.

Mrs. GREEN of Oregon. The committee has provided that forgiveness be extended to all teachers regardless of where they are teaching. They may go to a private school, then go over to a public school for a year, and come back to the private school. The forgiveness feature would apply to any person who has obtained a loan and is teaching in an elementary or secondary school or in a college or university.

Mr. HARDY. So then that would apply even though a teacher might be teaching a particular creed?

Mrs. GREEN of Oregon. I am sure the gentleman would not suggest that the Federal Government's responsibility is to go into the control of curriculums. Not only the public schools but the private schools would have every justification in the world if we tried to limit forgiveness and say if you teach a particular subject you are not going to have your loan forgiven. This I think would be highly undesirable.

Mr. HARDY. I do not want to get into the element of curriculum. However, if we are not even permitted to have prayer in the public schools, I find it a little difficult to fight forgiveness of a loan to a teacher who is using her time to teach a particular creed.

Mrs. GREEN of Oregon. We are determined to avoid any Federal control of the subject matter in the curriculum—or any control of school personnel.

Mr. HARDY. Even if they teach a particular religion.

Mr. POWELL. Mr. Chairman, I come before you this afternoon to present one of the most well-known education bills. It is known by you because its record of achievements has been noteworthy. Since its original passage in 1958, the National Defense Education Act has provided financial assistance to many able college students through the student loan fund and by means of other titles many State and local governments have been helped to strengthen their educational programs.

The student loan program—title II of the National Defense Education Act—has made a concrete attack on the national waste of talent. A recent survey of the borrowers under this program indicated that 9 out of 10 depended on the availability of these loans to enter or continue in college. More than 680,-

000 students have borrowed approximately \$325 million during the first 5 years of the program. Almost 325,000 loans have been made to students preparing to teach in the elementary or secondary schools. Approximately two-thirds of the loans have gone to prospective teachers or to students possessing superior academic ability or preparation in science, mathematics, engineering, or modern foreign languages. The number of institutions taking part in the program has risen steadily until in 1962 it included three-fourths of the colleges and universities in the Nation.

Recognizing the achievements of the past and the growing demands of the present and future, the bill before us would extend and expand these opportunities by 2 additional years, ease the administrative burden of the institutions of higher education and continue to assist in providing trained and qualified manpower in areas which are of critical importance to the Nation.

The maximum Federal capital contribution under present law is established at \$800,000 to any one institution of higher education for any fiscal year. This limitation would be eliminated.

There are seven large universities which requested more loan funds than the law provides. The denial of these funds has had the effect of denying loans to nearly 4,000 needy and capable students. The removal of the \$800,000 limitation will make sufficient funds available to meet the financial needs of students in the large universities and thus eliminate discrimination against such students attending these institutions. The committee is assured that the Office of Education in administering this section of the loan program will take steps to insure that the adoption of the amendment will in no way harm students in smaller colleges, since sufficient funds have been authorized to meet all reasonable requests.

The amended act, while preserving the consideration extended under the present law to students who intend to teach, would authorize institutions to give special consideration in making loans to "other students with a superior academic background" rather than only to "students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language." This broadening of the act is in consonance with changes proposed in titles III and VI, of the National Defense Education Act, and reflects the belief that the Nation should offer a greater opportunity for the development of the potential abilities of its talented young human resources.

This bill would authorize a higher maximum annual loan of \$2,500 to any graduate or professional student and a maximum aggregate of loans for all years to the graduate student is established at \$10,000. Undergraduate student loans would remain at their present maximum of \$1,000 per year and the aggregate of such loans for all years is retained at up to \$5,000.

In making these changes it was recognized that students at graduate and

professional schools are older and in many cases they are married and have children. These students are usually independent of their parents who may have retired or who may be nearing retirement and therefore unable to provide financial assistance. The increase in the amount a graduate student may borrow should also encourage and make it financially possible for teachers to enroll for full-time study toward advanced degrees.

Under the existing act up to 50 percent of a student loan may be forgiven at the rate of 10 percent per year for each year in which the borrower is a full-time teacher in a public elementary or secondary school. Some 16,800 borrowers, now public school teachers, have applied for partial forgiveness of their loans. However, many student borrowers who enter teaching after graduation cannot qualify for the loan forgiveness because they teach in colleges or private schools. The provisions of H.R. 11904 correct this inequity by extending the forgiveness feature to teachers in private schools and to teachers in institutions of higher education.

But the financial obstacle has been only one dimension of the problem of wasted talent. Many students deserving higher education remained unaware of their own abilities and potentialities and of the educational and occupational or professional opportunities open to them, and either did not continue their education beyond high school or did not even finish school. Such wastage is especially costly among talented students and our Nation call ill afford such a loss in manpower. The expanded guidance, counseling, and testing program now furnished under title V of the act have made possible a great increase in the total number of school counselors and have placed a new emphasis on the identification and encouragement of talent. However, students must be identified earlier in their lives and guidance must continue longer in their academic experience. Hence H.R. 11904 has provided for an expansion of the testing programs to all grades of elementary education and to junior colleges and technical institutes and an expansion of the guidance and counseling programs to the public elementary schools and junior colleges.

The extension of the program to the elementary schools will permit an early identification of young students who have varying abilities and needs. This will in turn encourage the development of adequate programming to challenge the gifted and correct difficulties found among those needing special help. The extension of the program will prove to be a valuable asset in this country's attack on the causes of poverty and in programs to prevent and control juvenile delinquency.

The special institutes provided in title V of the act would be greatly expanded in this bill through a new title which would embrace institutes for other professional personnel. The program authorized in the proposed title XI would provide assistance through grants or contracts to colleges and universities for

the operation of institutes for teachers of modern foreign languages, history, geography, and English as well as school personnel engaged in guidance and counseling services and teachers of disadvantaged youth. Library personnel from elementary and secondary schools would also be included.

While the student loan program and institutes have provided incentives to students and teachers and has helped foster an increase in college-educated scientists, mathematicians, and linguists, the title III program of the act has attacked the problem of wasted talent from a different angle—that of strengthening school instruction in science, mathematics and modern foreign languages by providing funds for equipment and minor remodeling of classrooms and for State supervisory and consultative services.

H.R. 11904 would extend the program for 2 additional years and expand its services by allowing for the acquisition of equipment for the teaching of English, history, and geography. Certainly in such a rapidly expanding society, our youth must be made consciously aware of the expanding knowledge in these areas of human endeavor.

In order to meet the increasing demands for more college teachers, it is necessary to expand the present opportunities offered through the graduate fellowship program.

The title IV graduate fellowship program is primarily designed to encourage and assist students in preparing for careers as college and university teachers. Under existing law the Commissioner of Education is authorized to award 1,500 fellowships each year. The awards are normally for 3 academic years, and each fellowship holder is entitled to a stipend and dependency allowance.

Office of Education estimates indicate that approximately 320,000 new college teachers will be needed during the 1960's, however, it is estimated that only 140,000 doctoral degrees will be granted during this period at the present rate. Of these only some 45,000 can be expected to enter college teaching. Without regard to the increasing needs of business and industry for persons with a doctoral degree, the anticipated critical shortage of qualified college teachers is sufficient justification for an increase in the number of title IV graduate fellowships.

The Office of Education recommended an immediate increase in the number of fellowship awards to 10,000 for 1965 and for each of the 2 succeeding years.

In order to increase the number of graduate facilities available in the Nation, the act presently requires that fellowships only be awarded to students in graduate programs which are new programs or an expansion of an existing program. It would be unrealistic to place this same limitation on all of the newly authorized fellowships. Therefore, H.R. 11904 requires that only one-third of the fellowships awarded in 1965 and in 1966 and not less than 2,500 of those awarded in 1967 be in new and expanded programs. The provision allows the remainder of the fellowships for each year to be awarded on such basis as the Com-

missioner may determine. This will permit support of newly established programs and assist in bringing such programs to a point of excellence; however, the committee wishes to emphasize that the requirement relating to the number of fellowships to be awarded in new or expanded programs is intended to be a minimum requirement. With this in mind the amendments further require the Commissioner to consider two objectives; that of increasing the number of graduate training facilities and that of promoting a wider distribution of such facilities, in his determination of the number of fellowships to be awarded at any one institution.

In furtherance of the objective of increasing the number of qualified college teachers, the amendments also provide that the recipients of fellowships under the title must be persons who are interested in college teaching and are pursuing or intend to pursue a course of study leading to a doctor of philosophy or an equivalent degree.

Language instruction, where it was offered in 1958, was for the most part confined to French and Spanish. In the changed circumstances of the United States and the world following World War II, government, business, and industry found themselves gravely handicapped by this shortage of language talent. The language development program under title VI of the act has attacked this problem.

H.R. 11904 would provide a 2-year extension of the program for area centers, language research and stipends for the study of critical languages and areas.

When sputnik was launched in 1958, Americans suddenly realized the need to revitalize its educational program if we were to keep pace with space and not let our Soviet neighbors challenge our national security. In 1964 we are no less anxious to maintain such leadership. In fact, we are challenged as never before to utilize every individual in our great Nation so that we may meet the growing manpower needs in all aspects of our lives. We dare not rest at this point, we dare not abdicate our responsibility to our children and our children's children. We must make democracy work. We must give our citizenry the education that is necessary if this dream is to be realized. We cannot afford to waste our human resources. Let us join then, in passing this bill today.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield myself 5 minutes.

(Mr. FRELINGHUYSEN asked and was given permission to revise and extend his remarks.)

Mr. GROSS. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentleman.

Mr. GROSS. Is there a report accompanying the bill, H.R. 12363? I have not been able to find it.

Mr. FRELINGHUYSEN. In answer to the gentleman, I do not happen to know whether there is such a report. Perhaps some member of the staff may be able to develop an answer to the question and let you know.

Mr. GROSS. The bill is under consideration along with H.R. 11904; is it not?

Mr. FRELINGHUYSEN. We are legally entitled to consider it and strictly speaking, of course, it is under consideration.

Mr. Chairman, at the outset I should like to make my own position clear. As a member of the Committee on Education and Labor for 12 years, I feel strongly that the Federal Government has a responsibility to strengthen the educational system of this country. I sponsored the National Defense Education Act of 1958, and over a period of time I have sought to clarify, expand, and define a reasonable role for the Federal Government.

At the same time I must also admit that I view this bill with some misgivings. It does strike me that we are proposing—at least if we should adopt the committee bill—a major alteration and expansion of a significant program. We are doing this under conditions which make the discussion of those changes far from easy. We are probably going to attempt to modify the committee bill substantially. I hope these efforts will be successful. During the discussion so far, reference was made to serious differences within the committee as to the advisability of some of the changes proposed in this legislation. The suggestion was made that amendments will be offered which presumably will resolve many of those issues.

The gentlewoman from Oregon has also said that a better way to proceed is to work on a bipartisan basis. I hope that that can be done as we consider these amendments. In my opinion the amendments to be offered are of great significance if we seek a proper definition of the role of the Federal Government. In this connection, I should like to join with the others in commending the gentlewoman from Oregon and other members of the subcommittee that developed this bill for their willingness to listen to suggestions and their willingness to work together for reasonable legislation. I regret that the differences of opinion, the suggestions and reservations that were made before this bill was reported were not reflected to a greater degree in the bill which we have before us.

Mr. CURTIS. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentleman from Missouri.

Mr. CURTIS. This pertains to what the gentleman has just been saying. I was interested to note in the minority views this statement:

We feel that this bill has not been considered adequately.

Now would that apply to the amendments that the gentleman has to offer too? If the committee itself has not done the homework necessary, and I am going to go down and take a look at the hearings myself, are we in a position of legislating with intelligence either on amendments or on the bill itself? I think this is disgraceful when these charges are made and they are com-

pletely ignored. If these charges are not true, then certainly the gentlewoman from Oregon should have been down in the well of the House and should tell us that the committee had made an adequate study. But this matter of continuing to legislate in ignorance has me very disturbed.

Mr. FRELINGHUYSEN. I might say to the gentleman that the hearings on which the recommendations in the committee bill were made were held in part with respect to H.R. 3000, the so-called omnibus education bill. That bill, you will recall, was finally broken up in parts. Some hearings were also held this year. We have had hearings therefore, over a period of years as to the advisability of changing the National Defense Education Act. It is on that basis that we are proposing changes.

The CHAIRMAN. The time of the gentleman from New Jersey has expired.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield myself 5 additional minutes.

Mr. CURTIS. The gentleman does feel, then, there has been adequate study on the part of the committee to discuss this with intelligence?

Mr. FRELINGHUYSEN. I say to the gentleman, I have already indicated that I do feel this is the proper way to legislate. In this situation, which we face today, we should have before us a full substitute, with all the various needed amendments. This presumably would get bipartisan support from the members of the committee, and we would hope it would also get more substantial support. We should have such a substitute before us. We should have an evaluation of the changes that substitute would represent.

This was my point with respect to the substitute that was forced down our throats last week on the anti-poverty program. In that case there was a substitute but it was not available for examination. Nobody had an opportunity to understand the significance of what was being offered at that time.

To a degree, that same charge can be made against what is presently proposed. In this case, however, I hope we will not be arbitrarily deprived of an opportunity to discuss the significance of the amendments, as we were last week on the anti-poverty package.

The situation today is one where we are not taking a position which is politically explosive. No one is trying to exploit anything for partisan advantage, as unfortunately was the case last week.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentleman from New York.

Mr. GOODELL. I believe it should be said first that many amendments to be considered will be offered at the request of the minority side because we did feel that certain extensions of this act, as provided in the bill which came from the committee, did not have adequate background information and study with the elimination of some of the areas by the amendments, I believe we could say that we have had hearings on the ma-

terial which will be covered in the amended bill.

My concern was that we were going beyond what we thought was justified by the hearings. That is the reason why the amendments will be presented.

Mr. FRELINGHUYSEN. The gentleman is stressing the importance, in his own mind at least—and I agree with him—of the amendments needed in order to make this constructive legislation. I am saying that we are hinging a lot on what may be done with this bill today. If some of these important amendments should not be accepted, we would be faced, as we were last week, with the necessity of voting up or down legislation which obviously may have some good points but which may not have received adequate consideration, or which may represent an unwarranted extension of Federal responsibility in an area where traditionally and rightfully the Federal Government has not had primary responsibility.

Mr. CURTIS. Mr. Chairman, will the gentleman yield briefly?

Mr. FRELINGHUYSEN. I am glad to yield to the gentleman from Missouri.

Mr. CURTIS. I have been at the desk, and I have been informed that there are no printed hearings available accompanying this bill. Had I been aware of that, I certainly would have voted against the rule to consider this bill.

I am distressed by the procedures which this House has been following this year in the matter of legislation. It is not a deliberative body when these kinds of procedures are followed. If there is any explanation on the part of the majority for these kinds of procedures, I would certainly like to hear it.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentlewoman from Oregon.

Mrs. GREEN of Oregon. I can understand the concern of the gentleman from Missouri. I am sometimes concerned when I cannot discover all of the material which would help me make a valued judgment.

There are printed hearings on H.R. 3000, which is the basis of the amendments in this bill.

I also wish to say that there were more than 30 subcommittee sessions held on legislation to amend and extend the National Defense Education Act.

This bill has been very carefully considered item by item and comma by comma. We have brought to the House a bill which can be defended. It is a bill which has been studied. We believe that we can answer the questions of those people who have not served on the committee.

The subcommittee, as I have said, held more than 30 sessions on this legislation. Great time and attention were given to each and every title. There was no unanimity on every section—but this bill represents many weeks of hearings, research, study, debate, and amendment. This week we have agreed to certain additional compromise amendments.

Mr. CURTIS. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. The gentleman's reference to what the other body has done and its lack of hearings reminds me again of the fact that they played a very significant role in the development of the antipoverty legislation, although the other body gave this legislation far less attention than the House. On that bill, we blindly accepted those changes without any discussion of their merits. The fact of the matter is that the Senate seems to have more influence, with less reason, on legislation than the House.

The CHAIRMAN. The time of the gentleman from New Jersey has expired.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield myself 5 additional minutes.

Mr. CURTIS. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentleman from Missouri.

Mr. CURTIS. I am sorry to burden this Record further with this discussion, but I will say to the gentlewoman from Oregon if these hearings were conducted they should be available for those of us who do not have the privilege of serving on the committee so we can follow the debate and read from the original source material. The charge has been made that the bill has not been considered adequately. That is the only way we can make up our own minds on it. A meaningful debate cannot be conducted if the source material is not available from the committee. It is my understanding under the rules of the House it is supposed to be available before a debate is conducted.

Mr. FRELINGHUYSEN. I thank the gentleman for his comments. I regret, as a member of the committee, that there was no decision as to when this bill would be scheduled until about 6:20 last evening. Then, with the House meeting at 10 a.m., there has been very little time for us to develop specific amendments and the justification for that language. We have had little time to develop pertinent comments on the nature of the testimony which has been heard, and the adequacy of the consideration given by the committee and the other topics which the gentleman has referred to. All these are substantial topics and should affect our feeling toward this legislation.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentleman from Minnesota.

Mr. QUIE. I think we should point out, however, when we make criticism of the bill and state that it was inadequately considered, the gentlewoman from Oregon [Mrs. GREEN] said title III would be dropped and a study would be put in its place. This was the most outstanding part of the bill that we felt was least adequately studied—the construction of a page school. I want to assure the gentleman that the gentlewoman from Oregon has been most helpful now.

There was one other section of the bill which expands forgiveness beyond the part that has been studied thoroughly, that is, to expand it to all teachers rather than just elementary and secondary public school teachers. I think we now have

a bipartisan agreement that these forgiveness features will not be in the bill.

With this the criticism of the gentleman from Missouri, I think, could be withdrawn, because we are not going to push for those parts of the bill which some of us felt were not adequately considered.

Mr. FRELINGHUYSEN. I might say to the gentleman from Minnesota that I have no desire to pick a quarrel with anyone, least of all the members of my own committee. I hope that the coalition that has been developed among members of the committee regarding amendments is not so fragile that it is not able to justify the importance of those amendments and the necessity for accepting them. We are talking about very fundamental problems in this proposed expansion of the National Defense Education Act.

What disturbs me, as a specific example, is the nature of the responsibility which the Federal Government has toward the broad problem of training adequate teachers for our Nation's children. The National Defense Education Act specifically set up certain summer institutes for the training of teachers. This was done primarily because it was felt that in certain areas the Nation was lagging for particular reasons. One of those reasons was that in mathematics, for instance, there have been so many advances made recently, and an adequate understanding of mathematics was so important to the national defense, that the Federal Government should do something about providing the Nation, more rapidly than would otherwise be the case, with more adequately qualified mathematics teachers. The same goes for science teachers and the teaching of modern foreign languages. But is it not another thing altogether for us to advocate summer institutes for the teaching of history, English, and geography? As a history major myself, I do not mean to say that history is not important and that adequate teaching of it is not important. However, it does seem to me we should take a look at the reason and the justification for expanding directly the role of the Federal Government in determining what is an adequate teacher and the importance of Federal assistance in this area.

I am also troubled by the proposal that equipment be provided for the teaching of history, geography, and English in our school system. I grant that we should provide assistance to provide expensive laboratory facilities in the field of science, and other areas directly related to our national security. Now however, we are specifically talking about areas not related to the national defense. What do we mean when we talk about equipment for the teaching of history? How do we justify Federal aid for this purpose? Granted, remedial reading is important if we are going to encourage a reduction of illiteracy, but how do we justify the direct financing by the Federal Government of equipment for the teaching of English?

What specifically do we have in mind that could, and should, not be provided

by the local school system? What makes globes and maps so important, so expensive, and so hard to get that our local and State governments cannot provide assistance to update such equipment?

It is this kind of a problem, and the basic responsibility of the Federal Government in this area, that concerns me. I am also concerned by this whole question of forgiveness of loans to almost anybody who comes along. This is a vast broadening of a program that might well be questioned altogether. And if we extend forgiveness to still more areas, we are creating inequity among the groups that do not have this kind of advantage.

We have already had a discussion about competition between committees, with respect to Federal assistance and the role of the Federal Government. We have had a new student assistance program arbitrarily assigned to our "poverty czar." These, of course, do not belong logically under his jurisdiction at all. It is simply the magic name of poverty which allows the words "study and training programs" to fall within his jurisdiction. This is a splintering which our committee, regrettably, has advocated. Actually, if there should be changes made in Federal assistance to students they should be made through modifications of the National Defense Education Act which we are considering now.

I am not suggesting that this bill is going to be defeated. I recognize, however, that major changes in this legislation are needed.

Mr. Chairman, I yield 10 minutes to the gentleman from Minnesota [Mr. QUIE].

(Mr. QUIE asked and was given permission to revise and extend his remarks.)

Mr. QUIE. Mr. Chairman, as we consider this extension of the National Defense Education Act I know we are in a bit of a difficult situation because some parts of this bill were not adequately considered and there is a great deal of controversy about them.

Let us take the Page School to begin with. A little while ago the gentlelady from Oregon informed the House that she is going to move to drop this section from the bill. I know there are some people here who feel very strongly that we ought to have a Page School and dormitory constructed so that we may continue to have these young men work for us in the House as well as in the other body. They also want to be sure that these young men are taken care of adequately in a dormitory, with proper supervision; and also that they may have an opportunity to improve their grades rather than have them reduced, as has happened to so many here.

We also know that there is an annual salary of \$5,000 apiece, which is quite a substantial figure for a 14-year-old boy.

Mr. Chairman, there are many people who feel that the age should be increased, that it should be increased to 18 or to the age of a high school graduate, and then they could handle their housing and educational problems themselves.

Mr. Chairman, this is a controversy which we cannot resolve here now. We do not have enough information available at the present time to do so. So we will provide for a study instead.

Mr. Chairman, I believe this represents a good way of accomplishing this.

Mr. WAGGONER. Mr. Chairman, will the gentleman yield at this point?

Mr. QUIE. I yield briefly to the gentleman from Louisiana.

Mr. WAGGONER. I believe that the gentlewoman from Oregon [Mrs. GREEN] and the gentleman in the well [Mr. QUIE] have made the point before that we must understand that something has to be done about the page problem. However, I would dislike very much for us here today to create the impression with those who do not understand fully the situation that the pages we have here in the Congress are all juvenile delinquents. Such is not the case. I believe, however, there is a need for something to be done and that something must be done. I heartily concur that we have to do something, and I am going to support the gentlewoman from Oregon's proposal to strike this item from the bill which we are considering today.

However, again I want to say that we do not want to create the impression with the public generally that this is a reflection on these fine pages, that they are juvenile delinquents, because certainly we know they are not. We simply need to improve these facilities for them.

Mr. QUIE. I thank the gentleman for bringing this up, because we can get so carried away with our concern about what ought to be done that we can leave the impression to which the gentleman from Louisiana refers.

Mr. Chairman, these are outstanding young men, and I believe it is a part of our responsibility to them to make certain that the best is provided for them.

Mr. Chairman, I might point out that the only dispute about which I know in opposition to increasing the age to 18 is that we had to have younger boys so we could tell the differences between the pages and the Members.

Mr. Chairman, this represents quite a compliment to the Members of the House that such is the case, but this is the only opposition I could see of any substantive reasoning.

Mr. ROOSEVELT. Mr. Chairman, will the gentleman yield?

Mr. QUIE. Yes, I yield briefly to the gentleman from California.

Mr. ROOSEVELT. I thank the gentleman from Minnesota for yielding.

May I say I completely agree with what has just been said. But on the other hand would not the gentleman agree that if we do nothing at the present time it simply means that the study will not begin until sometime next year and then the study will have to go on and we will have to come back and we might not be able to do anything about this problem for perhaps 2 years.

Therefore, would it not be wise that the bill which has been introduced by the gentlewoman from Oregon and which has been referred to the Committee on Rules, that we try to obtain agreement

on all sides that this study should go on and that we try at least by unanimous consent to bring it up during this session and try to get the study begun?

Mr. QUIE. I certainly agree with the gentleman, that if the study could be made now we could move quickly in whatever direction we decide to move when we come back.

Now, Mr. Chairman, let us go to the National Defense Education Act.

Mr. Chairman, this bill, this program, this law, has great support throughout the country. It was generated in 1958 due to the fact that we learned to our surprise that the Soviet Union could launch a space vehicle before we ourselves could launch one.

Mr. Chairman, we had the impression—and it turned out to be false—that all of the intelligence was here in the West. We learned that there were many great minds in the Soviet Union, and they were not just the minds of the ones which were captured from Germany. Throughout the time of scientific development the Russians themselves have produced scientists, and we cannot rest on the assumption that we are always ahead of them.

Mr. Chairman, we learned two things as a result of this. One was that our educational program in science, mathematics and in the modern languages was inadequate. It was not quality education. We were not providing the necessary advancement and knowledge in the young years, in the elementary and secondary schools, which is needed to produce the scientists for the future.

So, Mr. Chairman, we made the money available and the program available to greatly strengthen and improve the quality of our courses in science, mathematics, and in foreign languages.

Many reasons were given to justify singling out these subject areas for special attention. Among them were the claims of past neglect, present necessity, and increasing expense. For example, some of the costs cited for science education were \$6,000 for a general science lab, \$12,000 for a chemistry lab, and \$1,245 to \$8,925 for basic physics lab supplies. Educators pointed out that science supplies are produced by companies aiming at the lucrative industrial market. Too often this equipment is overly specialized and overpriced for school budgets.

As the title of the act indicates, Federal support of the science curriculum was considered vital to the defense of the country. In this way, objections to Federal aid to education were overridden in a rush of patriotism. This was not Federal support and control of education; it was part of the defense of our country.

Another problem, however, faced us and it was the fact that our young people were not studying these courses. They were choosing other subjects, and for the most part these were elective courses.

Mr. Chairman, in the case of modern foreign languages we cannot expect the local communities today to train most of their young people in Swahili, for example, because there is no interest in that. We do not have the same situation existing in this country as exists in Western

Europe where they need additional language training in order to communicate and to deal in trade and commerce.

So, Mr. Chairman, there needs to be a definite input in the foreign language training field because it affects certain employment, and we need the input in order to improve the quality and also to increase the number of students who take those subjects.

Now we are being asked to expand this program to include history, geography, and English. Because of constant and excessive costs of equipment and supplies for these disciplines? Hardly; the cost of equipping a social studies classroom is approximately \$1,000, or one-twelfth the cost of a chemistry lab. Lack of competition? Textbooks, maps, and other equipment are all produced competitively for the scholastic market. In the name of defense? No. The need cited is to "balance the curriculum" that was unbalanced by Federal intervention in the first place. So the proponents of general aid to education will quietly infiltrate all subject areas one by one until the Federal Government holds the purse-strings, and local "independent" school boards and administrators must dance to the tune called by "Big Brother" in Washington.

To illustrate the national apprehensions on this score, I would like to read a resolution passed by the American Farm Bureau Federation in 1960:

We oppose expanded Federal aid to education because it would be a "foot in the door" toward a federally controlled system of education. It is unrealistic to contend that the mere insertion in a legislative proposal of a pious clause disavowing any intention of authorizing Federal encroachment. The Supreme Court has ruled that the Federal Government can regulate that which it subsidizes. The greatest control available to the Federal Government is its power to allocate funds.

In an impartial analysis of Federal aid to science education, Paul E. Marsh and Ross A. Gortner charge:

Despite the act's injunction against Federal control, other provisions made [the U.S. Commissioner of Education] adviser, policeman, paymaster, and judge.

In 1962, Prof. Sidney C. Sufrin, of Syracuse University, predicted:

Categories receiving aid will be increased and expanded until the effect will be to secure general categorical aid. There is at least the possibility that so many categories of educational activities may come to receive Federal support that aid may almost be considered general.

This is occurring despite the fact that when the National School Boards Association polled its members 2 years ago on the question of general Federal aid to education, a majority not only were opposed to general aid, but also opposed expanding the existing Federal programs. The same position is taken by State and local administrative officials, who fear that Federal control is starting with money, will expand to include substance and will end by dictating educational philosophy and policy.

What do these educators criticize in this program, supposedly designed to help them better perform their functions in the education of our youth? For one

thing, excessive paperwork and redtape are a burden, especially in view of widespread fear of the General Accounting office. The accounting aspect of the problem is compounded by the actions of the Office of Education, which has decreed that they must approve the State's method of auditing before they will accept the State's report of Federal funds expended. In this way the financial affairs of a State are at the mercy of a bureaucrat's whim. What is a "reasonable standard" today can be changed tomorrow.

A most important objection is that Federal categorical aid supports what Congress thinks is important, despite the fact that what is significant at the national level is not necessarily so on a local level. Indeed, in "The American High School Today," Dr. James B. Conant emphasizes the necessary diversity of American schools, pointing out that a curriculum suitable for one school in a certain area is unsuitable for another operating under different conditions and with different students.

Matching of funds itself is a form of Federal control. The availability of Federal funds can thwart State policy by offering money that must be taken for political reasons when the State would rather devote the funds used for matching to something else. Many educators claim that National Defense Education Act unbalances their program. More than 50 percent of school administrators reported that their districts had allocated matching funds that originally were intended for other areas of the curriculum.

Since title III money was appropriated by the Federal Government, State legislatures could not tie strings on the money as they usually do to insure efficient, effective, and proper use of it. The sole objective criterion for improvement in science education under the National Defense Education Act was that it cost money. Yet there is no overt evidence that local science classrooms have risen to the larger challenge of generating continuing improvements in science education. This merely reiterates the truism that simply spending money may or may not improve science education.

In the effort to get title III money, some States rushed through projects in order to qualify for their full allocation. For example, school planetariums have been built, often just to get matching funds. Although these expensive additions can be of great educational value, their use must be planned well or they will be merely overpriced lunchtime entertainment. A great many projects have been quite expensive as the States have tried to use their full quota of funds. Over 40 percent of the projects for 1959 cost \$1,000 or more. In that same year, Maryland spent \$745,000 on 10 projects. Nevada spent \$47,000 on a single project. Despite this frantic scramble of possibly ill-conceived and poorly planned requests for title III funds, only seven States in 1960 used all the money allocated to them.

Professor Sufrin has made the further prediction that if National Defense Education Act continues for a few years, it

must go on forever, because many programs are undertaken that are dependent on Federal money for their continuation. We will see the Federal Government constantly expanding its aid programs. Federal aid to elementary and secondary schools, however, makes sense only if it strengthens educational standards and accomplishments at the State and local levels. As I have demonstrated, we have no assurance that this is so, or ever will be.

For these reasons I do not believe we are ready now to add additional subject matter be it history or geography, as we have in the House bill, or civics, as provided by the other body. These are subject areas which is extremely controversial. The Republicans may use and study social science differently from the Democrats. A Republican may look at his civics differently from a Democrat. A Republican may look at a philosophy of economics differently from a Democrat. What could happen if one party's philosophy gained an upper hand when the Federal Government provides financing for a certain curriculum in research, institutes for teachers and the program of study in the school?

Let me use this example. In the May 16 and 17 Report of Cooperative Research Projects, I note "Cooperative School-College Project for the Development of New Materials in the Teaching of U.S. History and Social Studies at Amherst College. Materials will be developed for grades 8, 9, 11, and 12 for the average and college-bound student, and for the terminal student, as well as for use in adult education." The Federal Government provides such research in curriculum and if they also provided institutes to equip these teachers to teach the results of this study and finally help finance for the school special equipment, which might be necessary for that particular curriculum, this could go a long way in directing the exact curriculum which is taught in a specific school.

Not that I am opposed to the further development of these subject matters but, rather any possibility of standardization by the Federal Government. One of the strengths of our educational system is that we have diversity which is our strength.

The fact that they teach differently in Minnesota than in New York, differently in California than in Illinois. That is our strength, and we must make certain that out of this we do not develop standardization of our curriculum. For that reason I hope that the amendments will be adopted which will enable us to provide expansion in title III, not for a certain curriculum but for equipment itself which can be used for any subject. Take the case of maps and globes in title III, we need not expand the program for additional subjects. This is a very dangerous ground. Rather these maps and globes could be used for any subject. We ought to make sure what we are doing when we take a step which we may never reverse. I want to caution you on the part of the bill which adds certain subjects as new categories.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. The gentleman mentioned the title III program. I agree with him, and I want to associate myself with his remarks with reference to that program. We originally considered title III under the National Defense Education Act to help school districts buy expensive scientific equipment by which they could update their methods of teaching in the elementary and secondary schools.

I would like to ask the gentlewoman from Oregon, and the chairman of our subcommittee, a question with reference to this: It has come to our attention under this title III program, that in some instances these funds have been used in title III to buy staples, desks, chairs, curtains, and files for glassware, and things of that nature. I believe we have a unanimous view in our subcommittee and in our committee this was not the intent of title III, and that this kind of utilization of funds is in error and beyond the intent of the legislation.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentlewoman from Oregon.

Mrs. GREEN of Oregon. The gentleman is absolutely correct. My understanding is the same as his. The original intent of title III was to provide some funds for equipment, which is very expensive, science laboratory equipment. There is a Comptroller General's report which the subcommittee studied in which there was some evidence that some of the money was being spent for chalk, and so forth. That is why we have the language in title VIII which tightens up on these problems, and we hope because of the tightening up, and because of the records we will ask in connection with them, that these funds will be spent only for the things we originally provided.

I thank the gentlewoman. I am sure the gentleman in the well of the House agrees with that.

Mr. QUIE. Yes, I surely do. We spent considerable time on this in the subcommittee, and we were shocked to find that erasers, chalk, and such things were being bought. I certainly do agree with the gentleman.

Title III of the program provides for expansions into other disciplines. I just want to ask you to think seriously about this when we come to the amendments, and see in your own mind if you do not think it is wise to drop the expansion to new disciplines in the National Defense Education Act. I will pursue this at greater length on the new disciplines at the time the amendments are offered.

Title II, the loan program, is tremendously popular. It is a good thing to assume debt while attending college because the earning capacity of a person who has attended college is much greater than that of one who has attended only high school. This program of aid greatly enhances their chances to obtain further education.

It also brings about other advantages. I find that students are great in repaying their loans. In the University of Minnesota 2 years ago when I checked on it, the loan money from private sources was

as great as the money they have received from the National Defense Education Act.

However, this legislation provides that the forgiveness of the loan at 10 percent a year for a maximum of 5 years, totaling 50 percent forgiveness if a person became an elementary or secondary teacher in a public school, expanded to include forgiveness of loans to social workers, nurses, and teachers in private and parochial schools and colleges.

The Federal Government must not be given the power to direct the citizens of this Nation into selected occupations or professions. The granting of Government incentives to coerce students to follow a certain course of study has always smacked of communism and totalitarianism to me. Of course, teaching, nursing, and social work are worthwhile and rewarding careers which talented students should be encouraged to enter. But Government subsidies favoring any specific occupations are contrary to our American ideals.

Many well-meaning people support the forgiveness clause on the basis that some monetary inducement is needed to encourage graduates to enter teaching instead of taking high-paying jobs in industry. To answer this argument, I point to the hearings where the chairman of our subcommittee rejected the "inducement" idea as merely an excuse to justify the low salaries paid to teachers. This, moreover, is a matter for action at the level of the local community. The determination of teachers' salaries is not, and should not be, subject to Federal control.

Aside from the alien concept of Government coercion in vocational choice, the forgiveness feature creates problems for the universities in the program. The imbalance of students favoring one curriculum or another hinders the university from charting its own course. The administration of the loan program is made increasingly more difficult by the paperwork needed to handle cancellations. Since the staff increase to coordinate this complex program is added to the overhead of the college, the loan program could conceivably weaken the university instead of strengthening it.

There is also the disturbing problem of the student who obtains his loan, enters teaching or nursing in order to have his loan forgiven, and then enters another field. Statistics on student borrowers show a significant percentage who presently plan to teach on this basis. Since the average loan is less than \$500, these students have certainly sold their birthright of free choice for a small mess of Government-issue pottage. What is worse, the children in the classes of these reluctant teachers are the ones who will suffer most.

Most colleges have reported that students' loans are repaid before they are due, showing that repayment is not a hardship for these graduates. Why must we assume that those entering respected careers of public service in teaching, nursing, and social work are less able or self-reliant than any other loan recipient?

Before we vote on this bill, we ought to ponder a statement from "The Federal Interest in Higher Education," by Homer D. Babbidge, Jr., and Robert M. Rosenzweig:

If the threat of an unwelcome intrusion upon educational matters must be guarded against, there is another kind of threat which is less obvious but perhaps even more imminent. It is the danger that comes from too much extemporizing; from too great a reliance on stopgaps and rush programs; and in general from too high a regard for immediately visible needs and measurable results and too little concern for the long-term health of the educational system.

The reason for the forgiveness in the original act of 1958 for elementary and secondary public school teachers was that at that time we had an insufficient number of such teachers. Nobody can prove there is an insufficient number today. Some think as I do there is not sufficient quality. We never can feel satisfied with the quality. However, what seems to be happening is an expansion of the forgiveness feature so the loans would end up as an undesirable scholarship program. Some people go into teaching because it means a form of forgiveness of the loan. We do not get quality teachers when they go into the profession only to get the money. If you expand this to social workers, nurses, and others, who are working in the poverty program in the poverty stricken areas, we are extending it way beyond the intent of this legislation.

I do not think we are ready to do this today. I think we ought to be on our guard lest we make this program something it was not intended to be. If we are trying to help young men who cannot attend college because they cannot borrow enough money to do it, let us look at their needs while they are in college rather than use this indirect method which does not meet the need of the people who really need it.

Mr. ROBISON. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. ROBISON. The gentleman implies in his separate views that if the bill passes in its present form the result could well be an alteration in the basic structure of the legislation.

Mr. QUIE. That is correct.

Mr. ROBISON. The gentleman has just touched on this in his remarks. I think there is much in this bill to recommend it. I want to associate myself with the statements the gentleman has made which appear as his individual views. I wonder if this bill is enacted if it would not make sense to drop the word "Defense" from the title and merely call it the "National Education Act."

Mr. QUIE. I am not ready to drop the name as yet. I think there still are a great deal of defense implications to the National Defense Education Act. If all the proposed amendments were in here and the amendment relating to the expansion of the program were left in here, the gentleman might be justified in changing the name.

Mr. ROBISON. That was my point. I hope these amendments that the gentleman is talking about do carry.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. In line with the colloquy that has just occurred, we might accurately say that we are here trying to defend the merit of the word "defense" in this title. If our amendments were not enacted, the word would have a very much diminished significance in this act.

I would like also to ask the gentleman for his view on the institute section of the bill. We will apparently expand this to cover summer institutes for teachers of disadvantaged youths or disadvantaged youngsters. The summer institutes will be for teachers who will be teaching the disadvantaged youths. I believe we should have a little colloquy and perhaps the gentlewoman from Oregon will join in making some legislative history with reference to our understanding of the word disadvantaged in this context. We see constantly in our hearings and in our consideration of education problems, the problems of the poverty stricken young people, those who come from families where they may arrive at school age with an inferior development of language capability, for example, or where they cannot understand or talk on the same level as the youngsters who comes from an educated family. These children may not understand the symbols or the references used by the teacher in kindergarten or in the first, second, or third grade. If that youngster is not helped at that time, he gets off the track. Then each year that goes by thereafter makes it more difficult to get him back on the track.

This is one of the areas that needs a great deal of attention in education in our country today. The gentleman now in the well made a very eloquent statement with reference to this in the poverty debate. He and I both participated, during the hearings on poverty, in developing the idea that we should have a high priority for youngsters at the age of 3 to 7 or 8 or 9 years in trying to bring them back and to help them at that age, and in doing so with a minimal investment, as compared to the later ages. At early ages we would have a very sizable impact on a problem here that is very acute in our country. Will the gentleman agree with me and will the gentlewoman from Oregon agree with me that this is the type of thing that we are referring to when we talk about disadvantaged youngsters?

Mr. QUIE. Yes; I would agree that this is the type of thing we are referring to, reaching these young people and motivating them. As the gentleman will recall, in the testimony before our committee, and it can be read in the hearings on the poverty bill, the Governor of Indiana appeared before and spoke to our committee. He stated that in a program in Indiana similar to the Job Corps program that half the young men were illiterate. I asked how many years of school they had attended. He said between 8 and 10 years. Something went wrong when these youngsters could not be reached in the first grade. That is what we are talking about—reaching

these young people in the first grade and in the early grades so that we do not have to have that extensive and expensive correction problem later on.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentlewoman.

Mrs. GREEN of Oregon. Our concern, I think perhaps, grew out of the hearings on poverty. Take the situation where a large number of youngsters come from culturally, economically and educationally deprived homes. Perhaps there is a teacher who comes from a middle class or a very well-to-do suburb and who has never before been in a slum area. Suddenly that teacher is assigned to a school in a slum area. I think there has to be a necessary training period so that this teacher would be better able to realize these cultural background problems that exist and realize the total situation that confronts these particular children, so that she can handle the educational job in a better way. When you speak of disadvantaged youngsters, it is these youngsters who do come from these culturally, educationally, and economically deprived homes whom we hope somehow we will be able to reach at an early age so that they too will be able to develop to their fullest potential.

After all, the amount of money one has does not determine how much brain-power one has or how much ability one has. We have found that to be true in the higher horizons program, in the great cities program. For instance, in Detroit a very alert teacher spotted a 9-year-old Negro girl who came from a culturally, economically, educationally deprived home. This youngster had an IQ of 170. Suddenly this child had doors opened and opportunities available she never would have had. Instead of becoming a dropout statistic, she is now likely to be really a contributing member of society.

Another 8-year-old boy was found with an IQ of 220.

We need to reach these youngsters, instead of having them just sit in classrooms. That is the purpose of this institute.

Mr. BALDWIN. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from California.

Mr. BALDWIN. I should like to ask a question with respect to Title V: Guidance, Counseling, and Testing. There have been criticisms periodically about some of the tests administered in various school systems. Some of these tests apparently have been designed by some universities. The tests at times have multiple-choice questions with implications about morality or immorality which some parents judge wrong, and of which they have been highly critical.

Has the subcommittee and the full committee made a very thorough study of the tests being utilized under the authorization of this bill, so as to satisfy the members that these tests are actually proper tests and are not being misused to try to get across the ideas of somebody drafting the tests?

Mr. QUIE. I believe what the gentle-

man refers to are tests which are made under the National Institute of Mental Health, to study the young people and to find out "what makes them tick."

Mr. BALDWIN. Those are some of the tests, but it is not necessarily limited to those.

Mr. QUIE. As to the counseling and guidance program under the National Defense Education Act, we looked into the program and the tests being given, and that was not brought to our attention as to the National Defense Education Act program. The objection came with respect to those tests used under the National Institute of Mental Health. I am aware of that controversy. That is what I recall from the hearings.

Mr. BALDWIN. My main question is: Has the committee studied this sufficiently so that the committee members are satisfied that the tests involved, so far as this bill is concerned, are tests which are proper, rather than tests which endeavor to get across the slant of somebody who constructed the tests?

Mr. QUIE. I would not say that I have assurance that no test being given might not be unacceptable. However, with respect to these tests, the local school boards and school administrators have the responsibility. It will be up to them to make certain that the tests which are not acceptable are not given. The Federal Government does not give the tests.

Mr. BALDWIN. I will give a specific example. On some tests used in California there is an implication that the FBI is some kind of very unsatisfactory organization, by the way the question is slanted. It seems to me such a question is highly improper. That is what I refer to.

Mr. QUIE. I would believe such a question to be highly improper. It was not brought to the attention of our subcommittee that such were given under this program.

Mr. PILLION. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman.

Mr. PILLION. Mr. Chairman, I make the point or order that a quorum is not present.

The CHAIRMAN. The Chair will count.

Fifty-seven Members are present, not a quorum. The Clerk will call the roll.

The Clerk called the roll, and the following Members failed to answer to their names:

[Roll No. 227]

Alger	Haley	Morton
Ashley	Halleck	Nedzi
Auchincloss	Hanna	Norblad
Avery	Harris	Olson, Minn.
Baring	Harsha	Passman
Bass	Harvey, Mich.	Pilcher
Becker	Hays	Powell
Bolton	Healey	Rains
Frances P.	Hébert	Rhodes, Ariz.
Brown, Calif.	Hoffman	Ryan, Mich.
Broyhill, Va.	Hollifield	Scott
Bruce	Jones, Ala.	Selden
Buckley	Kee	Sheppard
Burton, Utah	Landrum	Shipley
Cameron	Lankford	Sibal
Davis, Tenn.	Lesinski	Sikes
Denton	Lipscomb	Sisk
Diggs	Lloyd	Skubitz
Dingell	McLoskey	Smith, Calif.
Fino	Mailliard	Smith, Va.
Fulton, Tenn.	Martin, Calif.	Staebler
Fuqua	Martin, Mass.	Steed
Gill	Mathias	Teague, Calif.
Grabowski	Meador	Teague, Tex.
Hagan, Ga.	Montoya	Thompson, La.

Thompson, N.J. Williams
Toll Willis
Tuten Wilson,
Wickersham Charles H.

Wilson, Ind.
Winstead

Accordingly the Committee rose; and the Speaker having resumed the chair, the gentleman from Missouri [Mr. BOLING], Chairman of the Committee of the Whole House on the State of the Union, reported that that Committee, having had under consideration the bill H.R. 11904, and finding itself without a quorum, he had directed the roll to be called, when 346 Members responded to their names, a quorum, and he submitted herewith the names of the absentees to be spread upon the Journal.

The Committee resumed its sitting.

Mr. GRIFFIN. Mr. Chairman, I yield 5 additional minutes to the gentleman from Minnesota.

Mr. QUIE. Mr. Chairman, let me just finish now on title II, the reasons why I feel it is unwise to expand the forgiveness features to these other groups of people other than teachers. As I mentioned, I think it is unwise for the Federal Government to direct a person by any kind of subsidy into a particular occupation. Second, I think it is really degrading to say that a person gets adequate remuneration by means of forgiveness of a loan. I think we ought to pay adequate salaries. If the Federal Government creates a curriculum imbalance in an institution of higher learning because the students are choosing their course of study due to the Federal subsidy, because of the forgiveness of the loan, this is unwise Federal action. For this reason, I think we should not expand this forgiveness.

I spoke on title III. We have reached an agreement that instead of picking the course of study, in the case of maps and globes that are not adequate in the schools, we would permit the schools to buy them with title III money and use them for any subject; as for remedial reading, schools would be permitted to acquire remedial reading aids that are now on the market.

In the case of the guidance and counseling program, the bill provides that guidance and counseling will be expanded to the elementary school grades and to the public junior colleges and technical institutes.

In the origin of the act, guidance and counseling were only provided in high school. We dropped the age to the seventh grade in the amendments passed last year. Now I think we ought to drop them to the 1st grade and provide guidance and counseling from the 1st grade to the 12th grade. However, I think it is unwise to have Federal assistance for guidance and counseling in the public junior colleges and technical institutes because this puts them in competition with what is available to other institutions of higher learning.

We have attempted to keep programs equitable to all institutions.

Mr. ROOSEVELT. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman.

Mr. ROOSEVELT. I just want to comment on title V with reference to the question raised by my friend, the gentleman from California [Mr. BALD-

WIN]. While tests and so forth that are given under this title are undoubtedly at times somewhat questionable, it seems to me very clear that we on this side want to be sure we are identified with the basic principle that there should be no effort on the part of the Federal Government to control the curriculum or use of these funds, and we have made that very clear. I would say to the gentleman, in the specific instance that he cited that he should go to the State agency and talk to Dr. Rafferty who is the head of it and make sure that the proper exercise and control of the funds granted under title V is properly executed by the State agency.

Mr. QUIE. I thank the gentleman from California.

In conclusion I would like to make a few comments on the institute program. The institute program provides summer training for the teachers of modern foreign languages at the present time. The National Science Foundation provides an institute program for science and math activities. Expansion to other subject matters, I think, will be unwise at this time because of the controversy in this area.

However, I think it would be wise for the institute program to be extended to teachers who have the problem of reaching disadvantaged youths in their class—to the teachers who have a problem with the young people unable to read. They need remedial reading training to speed up their students' reading and comprehension. I think this program should also be extended to school librarians, and to all guidance and counseling personnel covered by this bill when amended.

All the effort thus far made has been to improve library services, but the school librarians should be able to use this program and the institute for themselves.

I hope we will not specify the subject matter of history, geography, and English. Reading is the most important remedial problem we have in what we call English education. I hope the House will agree with the amendment which strikes specific mention of these three categories which I have mentioned.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. I think several statements should be made as a matter of legislative history. The gentleman is aware that this bill requires one-third of the fellowships to be new expanded graduate programs. The gentleman will agree with me that it is the unanimous view of our subcommittee that the one-third is not intended to be a maximum. It is a minimum. We do want all possible attention and effort to be given to expansion and developing new graduate programs above one-third if that be practicable.

Mr. QUIE. That is correct.

Mr. GOODELL. We should not take this as an arbitrary division of one-third to new expanding programs and two-thirds to existing programs.

Mr. QUIE. Yes, sir, that is correct.

Not less than one-third to new and expanded, and if the need is there, the commissioner will grant the fellowships for new and expanded programs greater than one-third.

Mr. GOODELL. Secondly, it is my understanding that the term "reading" will be used in the institute and title III equipment programs. I think the emphasis here should be clear. As a matter of legislative history when we use the word "reading" we mean such things as remedial reading and perhaps other techniques of reading. The emphasis is on techniques of reading and the process of reading and not on literature and poetry and things of that nature that might be taught in a general course of English.

Mr. QUIE. That is my understanding, which is the same as that of the gentleman from New York.

Let us consider the case of the disadvantaged youth, the youth who, because of his relationship with his family, does not have the background possessed by a middle-class youth. He may need special help in reading, during the early years, in order to advance as fast as a young person who grew up in a middle-class family.

This is a part of it. They may not call it "remedial," because of following along and beginning to learn to read and so on, but this is the kind of special help we mean as to reading.

I wonder if the gentlewoman from Oregon would agree that this is what we mean when we speak of special help for reading—the remedial reading for those who have not been able to keep up with other youngsters, the special help for those who do not have the family, cultural, and social background needed in order to advance as fast as others. There is the improvement of reading and the teaching and techniques of speeding up reading to make a youth better able to read, instead of, let us say, appreciate poetry or anything like that.

Mrs. GREEN of Oregon. The gentleman is referring to title XI?

Mr. QUIE. To title XI and reading, and also title III and equipment for reading.

Mrs. GREEN of Oregon. Yes. It would be quite hard to draw a straight line to say exactly what could be read and what could not be. Obviously, in order to improve the techniques of teaching it is necessary to have something to read. The Federal Government does not want to get into the area of outlining a curriculum, so I would not want to venture into that at all today.

The intent was to put special emphasis on remedial reading. Also, I believe there would be included in this the classes to improve the speed of reading. Some of us, as Members of Congress, have taken speed reading classes.

It would seem to me that if there were some way of increasing the speed of reading that would also fall into this kind of training program.

Mr. QUIE. Yes.

Mrs. GREEN of Oregon. The emphasis is for remedial reading.

Mr. QUIE. I am glad the gentlewoman agrees.

Mr. BRADEMAS. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Indiana.

Mr. BRADEMAS. I concur with what the gentlewoman from Oregon has said, as I understand it. The emphasis is to be on remedial reading, but it is not the intention of the committee that the Federal Government should dictate to local school authorities what is to be read and what is not to be read.

I would take it for granted that in a remedial reading course it is not the intention of the gentleman from Minnesota to exclude what is normally considered good literature.

Mr. QUIE. No. It would be my hope that they would use the best literature possible as they teach remedial reading or speed reading.

Mr. BRADEMAS. I thank the gentleman.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. The gentleman has been in the well for a long time, but I believe some special words of commendation should be paid both to the gentleman from Minnesota and to the gentleman from Michigan [Mr. GRIFFIN], who have worked very hard on this legislation and who have been responsible for many contributions throughout the development of this bill as it comes to the floor and the amendments which will be offered on the floor. Having worked closely with them, I am very appreciative of that contribution.

Mr. QUIE. Mr. Chairman, I wish to say in closing that I am sometimes prone to neglect showing appreciation to those who have been the most helpful.

I say to the gentleman from New York [Mr. GOODELL] and to the gentleman from Michigan [Mr. GRIFFIN] that their great knowledge of this field has been especially helpful and most important in developing sound legislation in our committee.

I wish to say also that it surely has been a pleasure to work with the gentlewoman from Oregon and other Members on the majority side, because I believe we have developed teamwork in the subcommittee of which the gentlewoman is the chairman. It has been not only pleasant to work with them, but I believe also beneficial for education. When we can work together on a bipartisan basis for strengthening the legislation which affects education, then education and the young people involved benefit the most.

Mrs. GREEN of Oregon. Mr. Chairman, I yield to the gentleman from Kentucky [Mr. PERKINS] for 7 minutes.

Mr. PERKINS. Mr. Chairman, there is obviously no question but that the national security and interest require the extension of the National Defense Education Act. I had hoped that the extension could be for 3 years so that educational institutions participating in the program could plan more wisely in providing the best possible educational programs. For this reason, I was very pleased when the Senate bill, S. 3060, passed the Senate on August 1, contain-

ing not only a 3-year extension of this program, but also a 2-year extension of Public Laws 815 and 874.

In the hope that a program as broad as the Senate bill could be obtained without the delay of a conference, I introduced H.R. 12199 with the hope that enough interest could be generated to adopt the Senate language as a substitute for the House reported bill.

By this, Mr. Chairman, I do not mean to imply that I oppose the provisions of the House reported bill, H.R. 11904. In fact, as the full Education and Labor Committee reported this measure there was little in the bill on the whole to distinguish it from the Senate measure because both would have expanded titles III and XII to cover English, history, and geography. In this respect, the Senate bill went a little further but also included remedial reading and civics.

Consequently, I am not in accord with the thinking of those who now propose to further restrict the scope of the House reported bill.

The science, modern foreign language, and mathematics programs, strengthened with funds from the National Defense Education Act, have had a substantial impact on educational opportunities in my State and in the district that it is my privilege to represent. It has never made sense to me to limit financial aid under the National Defense Education Act to these categories when it is obvious that the level of excellence in other basic educational training has a direct effect on our national defense education effort.

I would therefore hope that the crippling amendments being proposed could be rejected and at the very least the House adopt the provisions of H.R. 11904 as the committee reported it.

Let me make it clear under the amendment being proposed, not only are the new categories, history and geography, being eliminated, but English as well. What is being retained is simply English instruction when it is offered only as a second language. This simply means that the funds will not be made available to provide the equipment and instructional materials necessary to enable school systems to furnish the type of instruction and educational opportunities which our young people need for their future personal well-being and the national security.

Do I understand correctly what has been discussed here by the gentleman from Minnesota and the gentleman from New York, that they are proposing to offer an amendment to delete English, history, and geography and substitute remedial reading? Am I correct in that?

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. PERKINS. I yield to the gentleman from New York.

Mr. GOODELL. I do not know who is going to offer it, I will say to the gentleman in response to the question put, but there will be such an amendment offered. Yes.

Mr. PERKINS. Does the gentleman also object to keeping the words "English, including remedial reading" in the bill? Of course, I personally feel Eng-

lish in its literal sense includes remedial reading. And I feel very strongly that there is a definite relationship between reading competence and the ability to attain readily a knowledge of the sciences and those other courses some feel have a more direct bearing on national defense.

Mr. GOODELL. Mr. Chairman, will the gentleman yield further?

Mr. PERKINS. Yes. I yield to the gentleman from New York.

Mr. GOODELL. I would say to the gentleman it seems to me we now have included under title VI the teaching of English to those who do not have English as their major language. We are providing for remedial reading in this legislation, and we are providing for institutes for teachers who are teaching the disadvantaged youth.

Mr. PERKINS. I well realize the contribution the gentleman from New York has made in this field, but do you not agree we need to do something to give special attention to the youngster in English in the third, fourth, and fifth grades?

Mr. GOODELL. I am not convinced we should do it in this legislation except as we are doing it through remedial reading through the disadvantaged youth training institutes.

Mr. PERKINS. Mr. Chairman, I want to say a word about the impacted area legislation. The gentleman from Pennsylvania [Mr. DENT] as chairman of the Select Subcommittee on Education, has been making a special study during this Congress in order to expedite legislation on a number of presidential educational recommendations contained in H.R. 3000 (S. 580). I had hoped that the full committee could have cleared a more lengthy extension of Public Laws 815 and 874 in order to afford time to conduct a thorough hearing and committee revision of the law.

I have personally set out to gather appropriate information on the impacted area legislation with the hope that we can extend it to the areas of this Nation where there is a great need. Equity and the national interest require that this program be improved and expanded.

But inasmuch as the rule does not make it in order to extend it for more than 1 year, I certainly intend to support that 1-year provision, although a 2-year extension, to me, seems more desirable.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield such time as he may desire to the gentleman from California [Mr. GUBSER].

(Mr. GUBSER asked and was given permission to extend his remarks at this point in the Record.)

Mr. GUBSER. Mr. Chairman, as a former educator and still a certificated teacher under the laws of the State of California I strongly support this legislation. In my opinion it will do much to improve the national standards of education.

I do wish that the committee had found it possible to include support for industrial arts. Had it done so a good bill might have been even better.

During the hearings by the committee, I urged the inclusion of support for the industrial arts as particularly timely in view of the administration's deter-

mination to enact an all-inclusive law intended to eliminate poverty.

In my opinion, the only sensible approach to rolling back poverty is to upgrade the skills of human beings so they can become employable. It is obvious even without investigation that industrial arts could probably do more to provide the type of upgraded skills which will be needed in the war on poverty than any other single field of study.

I would like to quote a paragraph from the excellent testimony presented to the Special Subcommittee on Education of the House Committee on Education and Labor by Mr. Kenneth E. Dawson, executive secretary, American Industrial Arts Association, National Education Association:

Industrial arts is the only curriculum area devoted primarily to the interpretation of industry, which is the most dominant characteristic of our society. No other subject in our schools has the opportunities to perpetuate America's industrial culture as well as industrial arts. It helps all kinds of students to prepare for living in an industrial democracy and provides a foundation for specific occupational and educational opportunities. Industrial arts gives basic education for the technician, engineer, scientist, and for the several vocational education programs. Rather than being confined to the learning of a specific trade or skill which may be obsolete within a few years, industrial arts educates boys and girls to become versatile and adaptable to the rapidly changing world. By receiving basic information on the total scope of industry, students understand the necessity to equip themselves for future adjustment to employment changes due to scientific and technological innovations. For people who find the need for retraining, industrial arts provides basic understanding to make the transformation easier and more meaningful.

Mr. Dawson's remarks, to which I subscribe without reservation, are a summation of the most compelling reasons for including the industrial arts within the provisions of the National Defense Education Act. This would be a most meaningful step in preparing our young people for the future and resolving many problems of the present. I hope the committee will give further consideration to my suggestion and include this most important field of study in a future bill.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield such time as he may desire to the gentleman from California [Mr. DON H. CLAUSEN].

(Mr. DON H. CLAUSEN asked and was given permission to extend his remarks at this point in the RECORD.)

Mr. DON H. CLAUSEN. Mr. Chairman, it is my intention to support, and urge my colleagues to support, the National Defense Education Act Amendments of 1964. It is my hope that this body will overwhelmingly approve these amendments, which extend the National Defense Education Act of 1958, because this is a true area of Federal responsibility.

This act is many times called "Federal aid to impacted school districts" for a good and compelling reason. Explained in its simplest terms, it means simply this:

Military bases and installations throughout the United States, including a number of them in my district, result in large numbers of dependents of our military personnel attending local schools around these installations.

Many of our military personnel and their dependents are housed in Government-owned quarters on which no local property taxes are paid.

Thus, local schools become "impacted" to varying degrees by nontaxpayers resulting from the presence of the military installations. The Federal Government has a responsibility to make payments to these local school districts in direct proportion to their "impact" on them. This prevents increases in local property taxes resulting from the influx of military personnel and their dependents.

Paying Government funds to local jurisdictions to prevent tax losses resulting from Government activity—some times called in-lieu taxes—is a concept I have supported from the start of my public career 9 years ago and even before: I have urged that this concept be expanded so that local units of government could be fully reimbursed for tax losses as a result of the removal of private lands from the tax rolls for public uses as national parks, wilderness areas, and so forth.

It only follows that if it is in the national interest to take actions that reduce the local tax base, it is the responsibility of the Government to see that all taxpayers pay for it—not just the local area involved.

The extension of the National Defense Education Act for 2 years is an altogether necessary and proper action. Further, I fully support some of the major changes accompanying this extension, including the increase in funds. To increase the loan funds from \$135 to \$163 million in fiscal year 1965 and similar increases in the following 2 years is a commendatory action.

Further, I would support increased funds for graduate fellowships for teachers and other teacher training provisions that qualify under the provisions of the act.

Mr. Chairman, my district includes installations which are part of the San Francisco Bay area military complex, including Hamilton Air Force Base and Mare Island Naval Shipyard, the naval base at Ferndale, and the Klamath Air Force Base at Requa. With real property taxes for school support becoming increasingly burdensome—in some cases unbearable—it is urgent that this aid-to-impacted-area concept be extended.

This is a necessary stopgap pending success in our efforts for a major tax structure overhaul which would broaden the tax base of school districts and ease the burden on property taxpayers.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield 5 minutes to the gentleman from New York [Mr. GOODELL].

Mr. GOODELL. Mr. Chairman, I shall not take 5 minutes because Members on both sides of the aisle have been kind enough to yield to me and we have had a very worthwhile colloquy.

Let me repeat my support of the Na-

tional Defense Education Act. I want to commend the gentlelady from Oregon and all the other members of our subcommittee for approaching this problem in a nonpartisan sense, looking only for the best interests of education in this country. I hope we can always keep the consideration of this legislation on that basis.

Mrs. GREEN of Oregon. Mr. Chairman, I yield such time as he may consume to the gentleman from Florida [Mr. GIBBONS].

(Mr. GIBBONS asked and was given permission to revise and extend his remarks.)

Mr. GIBBONS. Mr. Chairman, I rise in support of this legislation. I believe this represents a very helpful and a very constructive piece of legislation. It will help move education forward in this country.

Mr. Chairman, through the building of our educational institutions, we are going to build a better America.

Mr. Chairman, this bill has been adequately discussed. There has been sufficient colloquy on the floor of the House to iron out most of the differences. I shall support the compromises that have been reached in the committee.

I call particular attention, however, to three areas in this bill that I believe contribute substantially to the quality of education in the United States.

First of all there is the graduate fellowship program. Just what is the graduate fellowship program? The graduate fellowship program is perhaps one of the most important parts of this legislation because graduate fellowships represent the seed money. This is the money that will help to develop the bright, sharp minds which will be the seed for the ideas of the future. These are the young people who will be the future college professors, the future research scientists, and the people who will contribute to the overall growth of education in this country.

Mr. Chairman, these graduate fellowships are the keys to better education. We can construct all of the buildings that we desire to construct—and I am glad that Congress is participating in the construction program—we can set up all the scholarships that we want to set up, but unless we have the seed money with which to obtain the fine teachers and the fine brains in education, we are not going to succeed.

Mr. Chairman, in the graduate fellowship program we are expanding very rapidly to meet the demands brought on by the increases in enrollment which we are experiencing in the colleges and universities of our country. In an effort to have available the teachers when they are needed we are providing this seed money.

Mr. Chairman, I support the expansion of the counseling and guidance and testing programs contained in this legislation. In the areas, the limited areas that we have used guidance, counseling, and testing service since 1958, these services have proved to be very effective.

Then, I support, Mr. Chairman, the expansion of the "institutes for the ad-

vanced training of school personnel." This is a part of our educational program which enables the practicing schoolteacher to upgrade himself and to become better acquainted with other techniques and with the new knowledge that has been infused into the expanding storehouse of knowledge.

So, Mr. Chairman, I believe that this is a fine program. It is a program that is needed to meet the challenge that now faces America.

I urge the support of this legislation.

Mr. FRELINGHUYSEN. Mr. Chairman, I yield 5 minutes to the gentleman from Michigan [Mr. GRIFFIN].

(Mr. GRIFFIN asked and was given permission to revise and extend his remarks.)

Mr. GRIFFIN. Mr. Chairman, I join with others in commending the chairman of the subcommittee, the distinguished gentlewoman from Oregon [Mrs. GREEN] for her work in connection with this legislation. I thank her for the efforts she has made to work out amendments to this bill which will gain it bipartisan support.

Mr. Chairman, as the bill was reported from the committee, it did not enjoy bipartisan support because of some very far reaching and unwise changes in the act which were proposed in the bill. As has been indicated during earlier discussion this afternoon, there has been an agreement reached concerning a series of amendments to the bill which will be offered in due course. I hope these amendments will be approved; they will correct most of the objectionable features of the bill as reported.

Mr. Chairman, the gentleman from Kentucky [Mr. PERKINS] asked the question as to why there is resistance to proposals which would expand the institute program into new subject matter areas. The gentleman from Kentucky believes we should add English; others want to add geography, some want to add history, economics, and other subjects. The Senate bill would add civics.

I think the answer should be obvious to those who believe the Federal Government should not seek to direct or control the curriculum of our educational system.

The series of amendments which has been worked out will confine the expansion to matters that are not controversial in the curriculum. The limited area of reading, for example, involves only a basic skill which is essential to all learning. There have been dramatic strides made in the methods for teaching reading. There are rapid reading courses available with new techniques that are revolutionary. It will be important and valuable to the Nation if those who teach reading can be brought up to date in the use of new methods now available. The same reasoning and justification does not apply in other subject areas, such as English. If our teachers' colleges are not teaching English teachers how to teach English, they are not doing anything. If they are not teaching our history teachers how to teach history, then criticism should be directed at the teachers' colleges. However, I do not

think that the Federal Government should try to take over or direct in such areas of curriculum.

Mrs. GREEN of Oregon. Mr. Chairman, I yield such time as he may desire to the gentleman from Maryland [Mr. SICKLES].

(Mr. SICKLES asked and was given permission to revise and extend his remarks.)

Mr. SICKLES. Mr. Chairman, I rise in support of the legislation, feeling as I do about the importance of education to the very well-being and survival of this Nation. With respect to some of the discussion on the floor changing the bill with proposed amendments, I am inclined to support the amendments, not that I am convinced these amendments make the bill better than the bill as presented by the subcommittee, but because I realize that in this kind of legislation with so many different titles there are many differences of opinion to be considered.

I think that because this is such an important piece of legislation and by its very nature it is viable we will be back here many times in the future to further consider these sections of the bill and the most important matter before us is the passage of the bill.

If I were a more vehement man I would have been quite concerned and righteously indignant that the integrity of the subcommittee has been questioned concerning the adequacy of our consideration of this subject matter covered in the bill. For myself, and I do not mean this as a personal defense, but for myself I must say that I spent no more time on any other piece of legislation than this particular bill in our committee. I suppose if one has an established position in respect to any subject matter under consideration no amount of testimony would convince him that we have adequately considered that particular point. So far as I am concerned, I must say it is a disservice to the subcommittee, particularly on the part of those on the minority side who express this complaint. I think it is particularly a disservice to their own hardworking members on the committee when they raise this issue.

Mr. BEERMANN. Mr. Chairman, will the gentleman yield?

Mr. SICKLES. I yield to the gentleman from Nebraska.

Mr. BEERMANN. I thank the gentleman for yielding.

Since the gentleman is on the subcommittee, would he give us an idea of what the cost of this bill is in its entirety, or what the estimated figure might be?

Mr. SICKLES. The figure for grants in 1965 is \$200.1 million. That would be an increase of \$57.3 million over the existing authority.

Mr. BEERMANN. That would be in grants. Would there be any increase in the loan figure of the bill?

Mr. SICKLES. The figure for loans has been increased, too, from \$135 million to \$163.3 million for fiscal year 1965.

Mr. BEERMANN. I should like to ask another question: The title of the bill is "National Defense Education Act

Amendments, 1964." Is there any good reason that this act should contain the word "defense" any longer?

Mr. SICKLES. I would suppose that there is room for argument as to whether the word "defense" should or should not be in there, depending on how you would interpret the word "defense." It seems to me, however, that the very survival of our Nation is tied into the education level of these students and proposed students. Time after time witnesses have appeared before our committee to indicate that by the very nature of our society, its changes and complexities, automation, and all the other things we have, unless we educate our students to keep our society going this is going to be a major problem. So I would say you could very well leave the word "defense" in if only for that reason.

Mr. CAREY. Mr. Chairman, will the gentleman yield?

Mr. SICKLES. I yield to the gentleman from New York.

Mr. CAREY. I should like to concur most strongly in what the gentleman says. I cannot think of a more appropriate word than "defense" in the title of this act. If we need reason, it is supplied in the announcement in today's press that the Department of Defense is calling up for short-term induction into the armed services some 60,000 draftees who were rejected, in the hope that the Army can supply them an education that has been neglected. It is clear that the appropriate place for education is here, rather than for the Defense Department to pick up later what has not been done in their education. I think the word "defense" is proper here and indeed should be underlined in the bill.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. SICKLES. I yield to the gentlewoman.

Mrs. GREEN of Oregon. In response to the question asked a moment ago as to whether the word "defense" is necessary in the title of this bill, permit me to read two quotations. Mr. Eisenhower, when he was President of the United States, said in discussing education, "Our schools are more important than our Nike batteries—more necessary than our radar warning sets."

There is also the testimony of another gentleman who certainly knows the defense needs of our country. I refer to Admiral Rickover, and although all of us may not agree with Admiral Rickover on every point in regard to educational matters, we certainly will agree that he knows the defense needs of our Nation. His statement before the committee is one that we should never forget. He said, "We must have more money for our schools—even if we have to take it away from the Defense Department. Education is our first line of defense—make it strong."

Mr. BEERMANN. Mr. Chairman, will the gentleman yield?

Mr. SICKLES. I yield to the gentleman.

Mr. BEERMANN. With reference to the statement made by those two gentle-

men, I am sure they did not mean that this had to be done at the national level as we have to do to support our defense.

I have one more question to ask the gentleman from Maryland. On page 2 of the report, the "purpose of the legislation" is outlined in nine subparagraphs. As I read these and review them, I do not really feel there is much in those nine paragraphs other than the student loan program that is concerned with our national defense.

Mr. McDOWELL. Mr. Chairman, I rise in support of H.R. 11904. This bill deals with a subject in which I have long been interested. It is similar to the bill, H.R. 10947, which I cosponsored with the gentlewoman from Oregon [Mrs. GREEN] who has now brought H.R. 11904 to the floor after lengthy hearings on her bill and the several similar bills before her subcommittee.

This legislation would promote and encourage adequate educational programs for the school-age population in the United States at all levels of ability.

I joined several members of the Education Committee in introducing legislation to amend and extend the National Defense Education Act of 1958 because of my conviction that if education is to be sufficient for the years ahead, it must be strengthened in every discipline and at every level.

I urged that this bill be amended to include political science and international affairs among those subjects covered by the bill which are, as you know, science, mathematics, history, geography and modern languages. The study of political science and international affairs is crucial to the support of the defense effort because of the contribution these subjects make to the understanding both by the public and high officials as to our national security. I suggested that the bill be amended to include the words "political science, international affairs" before the word "history"; wherever it occurs on pages 9, 10, and 19 in the bill I have introduced.

Much of the progress of the United States is due in large part to the firm foundation of our public education system. Other influences have been significant, of course, but without advancing its levels of formal education the United States would not have achieved its high level of agricultural and industrial productivity, its national defense and space explorations, and its medical research and improvement in the Nation's health. Neither would it have been able to develop free representative government and a free enterprise economy capable of supporting a sound wage level and other benefits for the working man and his family.

Educational efforts of the American people have not been meager in the past. This does not mean, however, that our past efforts are adequate for the great demands which confront us in the years ahead. There is no question but that America's manpower must now and in the future be educated at a level reserved for only a small number a few years ago. Technology and automation are already rendering many unskilled jobs obsolete—many jobs are being abolished. No oc-

cupational group, including teaching, is immune to the demands of automation for higher and more versatile and sophisticated skills as programing and planning and higher skilled operations replace many existing manual operations in our diverse and intricate industrial complex.

The 1964 manpower report of the President to the Congress is an impressive document which outlines the Government's current objectives and policies toward achieving greater manpower development of our people. The report stressed that "education must provide, as a basic part of its human development responsibility, the preparation needed for effective participation in our economic life." This preparation begins at the elementary and secondary school levels which serve as a foundation for training and further learning for all of our citizens. Such education increasingly has become a minimum requirement for effective activity and contribution in and to our advancing technological society.

In addition, broad opportunities must be provided for education beyond our high schools. The increasing complexity of many technical and managerial occupations makes education beyond high school and junior college essential. Moreover, to foster the leadership resources of the Nation, we must augment the supply of qualified teachers and stimulate the creative talents of our managers, scientists, engineers, educators, and other strategic professional personnel.

The legislation under consideration today is a major step in enabling and motivating all able young people to obtain advanced training in the fields most suited to their talents. Let us educate and train our young people with the full recognition of the values set forth by President John F. Kennedy in his 1961 education message to the Congress in which he emphasized:

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity. The human mind is our fundamental resource.

It is essential that we raise our sights, that we seek a new vision, for it is truly said, that a people without vision will perish.

Mr. Chairman, a study made by Dr. Elmer D. West, while he was director of statistical information and research of the American Council on Education, showed that more than twice as many students from families with incomes of \$13,000 or over were offered scholarship aid as in families in the below \$3,000 category.

Dr. West and Charlene Gleazer, staff assistant, writing in the publication, Financial Aid News, an organ of the college entrance examination board's college scholarship service, point out that in the 65 institutions studied, the number of successful applicants for financial aid from families of over \$11,000 income was more than 4½ times as large as the number from families under the \$3,000 mark,

and 1¼ times as large as that from the under \$5,000 level.

This significant study points out that:

For those who look upon scholarship aid as a means of reducing the inequality of opportunity for a college education, the situation reported is not a happy one.

The image of the colleges and universities as institutions that grant scholarships to the needy and capable is somewhat blurred. Perhaps some house cleaning is in order.

I would hope, as a cosponsor of this legislation, with regard to the construction of a Capitol Page School in the Nation's Capital, that it could be located in an area in the District of Columbia, such as the Southwest urban renewal area, where additional destruction of homes and the displacement of small businessmen would not be necessary. The various citizen and small business organizations on Capitol Hill have urged that the school be located in the home for servicemen on Pennsylvania Avenue SE., between 9th and 10th Streets. They maintain that this structure is structurally sound, and that its use would serve to build up the area while, at the same time, saving the Federal Government large sums of money. I would hope that some consideration might be given to this worthwhile proposal.

Mr. CAREY. Mr. Chairman, I suppose the extension and amendment of the National Defense Education Act in the form recommended by our committee. This final legislative achievement again brings to mind the splendid record written by our committee in this Congress. I particularly wish to pay my respects to the gentlewoman from Oregon, chairman of the subcommittee which has so ably handled the higher education bills.

The bill before us strengthens education at every level as our best investment in our human resources and as our first line of strength in the defense of democracy.

I am particularly gratified at the action being taken to cure two inequities in the bill which have persisted since its enactment in 1958. I refer to the extension of the forgiveness feature for teachers in private as well as public education. All of our citizens are equally involved in education as a contribution toward our national defense. Therefore equal treatment is the sole standard which should prevail in education legislation. It will now be possible for trained teachers who are much needed to improve quality nonpublic education, to receive the same benefits as had been extended heretofore to public teachers only.

Secondly, the institutes for quality education that have upgraded the teaching of those presently involved in elementary and secondary education will now be extended to those employed in nonpublic education. Therefore, in this provision also, one of the longstanding inequities which offended the standard of equal treatment is now to be corrected.

In only one significant particular does the bill fail to rise to an acceptable standard of equality.

Title II which provides equipment for subject matter categories in need of mechanical facilities and equipment to pro-

vide educational excellence, is restricted to public schools only.

In the committee I suggested an amendment to extend this feature also to all children in all schools. However, I have not pressed for adoption of this amendment until thorough hearings on such a proposal could be held. It is my hope, and I earnestly suggest, that our committee will deal with this sole remaining inadequacy in the next session of the Congress.

This act is for the benefit of all persons who may be called upon some day to respond in our national defense. Title III is for the benefit of individuals in areas which are in critical need of improvement. Certainly, therefore, no child in need should be denied the benefits that are available under this act simply because he is not in attendance in a public institution.

There can be no question of aid to churches or other private institutions since such equipment as would be made available is for use in confined and well-defined categories and therefore could not be considered as religious assistance.

This equipment is, of course, purchased with tax funds levied upon all taxpayers. The children of all taxpayers, therefore regardless of the school of their attendance, must in all fairness be allowed to receive the benefits of such modern equipment.

Our work for this year has been well done. As a basis for further action in designated areas of educational need, let us hope that our committee can improve upon its splendid record and performance and grant equal educational opportunity toward the goal of scholastic excellence to every young person in our country.

Mr. RUMSFELD. Mr. Chairman, in anticipation of the possibility that there may not be a record vote on this legislation, I want to express my support of H.R. 11904, the National Defense Education Act amendments of 1964 and commend the members of the committee on both sides for their diligence and continued attention to this act. Particularly, I want to express my support for the amendment to be offered by the gentleman from Minnesota [Mr. QUINN] to delete \$1.5 million for the construction of a Capitol Page School and concur in the views he expresses in the report on the bill.

Mr. ELLIOTT. Mr. Chairman, I think it is appropriate in view of the fact that we have today passed a bill extending the National Defense Education Act that I include the attached article by Katherine Baird, of the University of Alabama News Bureau, University, Ala., under date of July 30, 1964, about Ph. D. candidate, James M. Horner.

Mr. Horner was a Missouri boy who worked hard and made good. He received a National Defense Education Act fellowship that financed his graduate education.

There are already thousands of young men like Mr. Horner and thank goodness there will be many thousands in the future who achieve the doctor of philosophy degree which will enable them to

make outstanding contributions as teachers and in other ways to the basic well-being of our Nation. The article follows:

ARTICLE BY KATHERINE BAIRD

UNIVERSITY, ALA.—At the age of 15, when most boys are chiefly concerned with sandlot ball, Capstone Ph. D. candidate James M. Horner left home and undertook to finance and direct his own life.

How well he succeeded can be measured by his 2.95 graduate school academic average, by several distinguished and internationally noted research papers, and—most of all—by the Ph. D. degree in mathematics he will receive August 21.

"Actually it was a case of my home leaving me. When my father, a Methodist minister, was transferred to a church in another town I decided I wanted to stay in the high school in Caledonia, Mo., where I already had 2 years," says Horner.

It was the 13th school he'd attended and he was understandably tired of moving around. To support himself, he worked after school and on Saturdays in a small grocery as a clerk-butcher-stockboy. He boarded in a private home in Caledonia and averaged working 30 hours a week during high school and subsequent undergraduate college days.

When he receives his doctoral degree from the Capstone he will step into an enviable position as associate senior research mathematician at General Motors Research Laboratories in Detroit. He will consult with physicists and engineers, or anyone else in the company with a mathematical problem, and will work in computer technology. He will be free in addition to pursue mathematics research as he chooses.

Leading up to this spectacular career beginning was much thoughtful and creative research in applied mathematics. The results of this research was outlined in a number of published papers.

Two of the papers have been accepted for publication in the Transactions of the American Mathematical Society, one of the world's leading mathematical journals. Rarely does a student have one paper accepted by this journal, much less two, before achieving the doctorate.

Another line of research, and the resulting papers, on orbital maneuvers brought commendation from mathematicians the world over, including one letter from a New Zealand expert in the field which said, "Thanks to your * * * efforts, the problem seems to have been completely settled."

After publication of these and other papers he was asked to be a reviewer of papers submitted for publication in the American Rocket Society Journal.

That corner grocery in Caledonia served Horner well into his college career at Flat River (Mo.) Junior College. Moving to St. Louis in 1954 he worked full time for 4 years at a chemical works while attending night classes at St. Louis University.

Next, military service took him to Huntsville where, even without a college degree, he was assigned as a physicist in the Aeroballistics Laboratory at the Army Ballistics Missile Agency.

During this time he took night classes at the Huntsville campus of the University of Alabama. He completed his work on the main campus, receiving a B.S. degree with a double major in physics and math and being elected to Phi Beta Kappa. His M.A. degree from the Capstone came in 1962.

He was awarded a coveted National Defense Education Act fellowship that financed 3 years of his graduate education and taught four semesters at the university as a graduate fellow.

Horner is married to the former Evelyn Thleme of St. Louis. They have one son, Steven, aged 2.

His parents, now retired from the active

ministry, are Rev. and Mrs. C. E. Horner of 584 West North Street, Marshall, Mo.

Mr. BROTZMAN. Mr. Chairman, I urge passage of the National Defense Education Act and rise in its support.

This program based on recommendations of President Eisenhower in 1958 has improved the quality and opportunity for education—particularly as it relates to our long-term defense and foreign policy capabilities. Regarding loans to students, the students are paying off their loans at a rate five times faster than that required by law. Of 680,000 loans made only one has been written off as uncollectible.

Another feature of the bill, is needed—assistance to federally impacted areas. When Federal installations are placed in a community taking that property off the tax rolls and adding more students it throws a heavier load on the local school districts and particularly the local property owner.

I fully endorse the principle of the Federal Government sharing this load by replacing the loss of revenue to the school districts.

Mrs. FRANCES P. BOLTON. Mr. Chairman, as you and other Members of the House know, I am vitally interested in legislation which will aid our young people in pursuing their education. Originally passed during the Eisenhower administration in 1958, the National Defense Education Act has assisted approximately 700,000 students through its loan program. The present act needs extension so as to assure the orderly continuation of the loan program in our colleges and universities.

Regretting that unforeseen circumstances make it necessary for me to be out of Washington when H.R. 11904, the extension bill is considered, I want to state for the RECORD that I favor extension of this very worthwhile program and would have voted for it had I been present.

Mr. ANDERSON. Mr. Chairman, I am very much in favor of extending the National Defense Education Act. There is no question but that the 1958 act has served our Nation well in trying to insure trained manpower and of sufficient quality and quantity to meet the national defense needs of the United States. I think we are all in agreement that there is a recognizable need for adequately trained and educated individuals who can cope with the demands of our rapidly growing technological society which, with each passing year, becomes more complex. Neither do we wish to be outdone in the critical area of the sciences and upon which even our very survival depends to such a great degree.

Perhaps one of the more useful provisions of the act has been the national defense student loan program whereby there has been created at American colleges and universities throughout the Nation, loan funds from which needy undergraduate and graduate students may borrow on reasonable terms for the purpose of completing their higher education.

I am mindful that these funds are not the only funds by any stretch of the imagination that have been made avail-

able for this purpose. Many of our educational institutions had established such funds long before the enactment of the Federal program to do the very thing that Congress intended to supplement by virtue of passage of the National Defense Education Act. In this connection, I think too, that we should recognize the fact that the objectivity and success of these college loan programs had long since been proven even before the Federal Government began to participate in such a commendable program.

In recognition of the remarkable success of the lending program, and the increasing number of applications, commonsense would dictate an extension of the program with a reasonable adjustment upward in this phase of a highly successful lending program which has been administered free from congressional criticism, free from controversy and in such an efficient manner by the authorities in the various educational institutions. Had it not been for the loan program, literally thousands of students would not have had the opportunity of developing their educational potential. Their talents would have remained dormant with no opportunity for equipping themselves with a higher education. Without the act, the Nation would have been deprived of the benefit of a larger base of highly educated citizens. There is much latent talent in our American citizenry which ought to be encouraged and brought to the fore. If permitted to emerge through the kind of assistance that is provided through the medium of the National Defense Education Act, these individuals' contributions to our American free enterprise society will be greater and its beneficial effects cumulative.

I want to state that I am personally pleased in particular with the amendments that have been offered by the gentleman from Minnesota [Mr. QUINN] because they have served to vastly improve the bill which was reported out of the Committee on Education and Labor.

Naturally, I do not approve of all the features of this extension, even as amended. I would have preferred that the forgiveness feature be eliminated because in effect, it makes second-class citizens out of our teachers and I doubt very much if they appreciate that particular designation.

There are other features of the bill which I think represent an unsound departure from the original purpose and intent of the act. However, on balance, I am pleased to give my support for passage of this extension measure.

Mr. TAFT. Mr. Chairman, the amendments adopted to H.R. 11904, as just passed, have kept it within proper limits and recommitted the program to its proper purposes. As thus amended, I am happy to give it my support.

At this point, I would offer a short résumé of my views on the important area of education.

American education today is the best in the world and our most important resource because it is the product of local imagination and support. Unlimited Federal participation inevitably would

lead to imposition of Federal standards and Federal controls.

A shift of general support of education from the local and State levels to the Federal level would be dangerous. It would tend to dry up local support and would lessen the priority of concern which education has traditionally received at the local level. This is why I am opposed to efforts to provide Federal aid to education on an across-the-board basis unrelated to specific needs. Local concern would dissipate and bureaucratic initiative in Washington would supplant that inspired and required by the people themselves.

At the same time I have never had any blind objection to the use of federally collected tax funds to assist in this most important public responsibility. While it might be preferable to return revenue sources to the States and local governments, we have to consider practical possibilities and the urgency of meeting certain specific needs. But we might well reflect also that the virtual priority of the claims of local education on local tax resources, such as real estate taxes, could evaporate, or at least dwindle, if Federal funds become a major source of support. Education, then, would find itself in a new and highly competitive position for funds with defense, space developments, welfare, and agriculture.

With specific national and emergency needs we do recognize that Federal support is justified and needed. For instance, chronic unemployment, particularly among those 16 to 22, is one of the most perplexing problems confronting us today. As teachers and citizens you are working diligently to overcome it. You recognize it as the soil in which the roots of many social ills are imbedded.

The unemployment problem is of urgent national concern. But its most immediate impact is upon the individual local community. It is here, at home, where we must meet it. It is here, at home, where we can devise most appropriate remedies.

Education is essential to our efforts. Expanded vocational training programs, for instance, can equip young men and women with the skills they need to earn a living wage in our industrial society. Retraining programs can develop new skills in older persons whose jobs have been eliminated by technological advances.

These two programs which I have supported in Congress illustrate proper roles of Federal Government in the field of education. They enhance the opportunity to learn with well-devised and limited Federal participation and support. They are intended to correct specific deficiencies.

The Federal Government also has a role to play in specialized areas of education of general national concern. Offering facilities and scholarship funds in the dental and nursing fields encourages young men and women to enter these professions which are so vital to our society. The National Defense Education Act, expanding the opportunity for acquisition to scientific and language skills, strengthens our national capacity to

meet any external challenge. Extension of construction aid helps local and State officials to accommodate the growing number of youngsters seeking higher education. Special aid to federally impacted areas eases the pressures imposed by the Federal Government on these communities.

By offering these kinds of aids, the Federal Government encourages local communities to meet their own problems by their own initiative. But direction and control of these programs must continue to reside at the local level.

Our Nation has prospered because we have relied upon the individual initiative and concern of our citizens at the local level. Education is our most valuable national resource. We cannot afford to sanction its depletion through imposing massive dependence upon the Federal Government.

The CHAIRMAN. The time of the gentleman has expired.

The Clerk will read.

The Clerk read as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Defense Education Act Amendments, 1964."

TITLE I—AMENDMENTS OF TITLE I

Schools of nursing

SEC. 101. The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by inserting before the period at the end thereof the following: ", and includes any school of nursing as defined in subsection (1) of this section".

Additional definitions

SEC. 102. Section 103 of such Act is amended by adding at the end thereof the following:

"(1) The term 'school of nursing' means a public or other nonprofit collegiate, associate degree, or diploma school of nursing.

"(m) The term 'collegiate school of nursing' means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.

"(n) The term 'associate degree school of nursing' means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.

"(o) The term 'diploma school of nursing' means a school affiliated with a hospital or university, or an independent school, which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to a diploma or to an equivalent indicia that such program has been satisfactorily completed.

"(p) The term 'accredited' when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education."

TITLE II—AMENDMENTS OF TITLE II

Appropriations authorized

SEC. 201. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out "and \$135,000,000 for the fiscal year ending June 30,

1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to June 1, 1965, to continue or complete their education" and inserting in lieu thereof "\$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June 30, 1966, and \$200,000,000 for the fiscal year ending June 30, 1967, and such sums for the fiscal year ending June 30, 1968, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1967, to continue or complete their education".

Allotments to States

SEC. 202. Section 202 of the National Defense Education Act of 1958 (20 U.S.C. 422) is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1967".

Payment of Federal capital contributions

SEC. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Act of 1958 is further amended by striking out subsection (b) and by striking out "(a)" after "SEC. 203."

Conditions of agreements

SEC. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

"(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic background;"

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

Terms of loans

SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

"(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner) and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student."

(b) (1) Subparagraph (1) (C) of subsection (b) of such section 205 is amended by striking out "either as an undergraduate or graduate student" and inserting in lieu thereof "as an undergraduate, graduate, or professional student".

(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out "and (D)" and inserting in lieu thereof the following: "(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)".

(3) Subparagraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be cancelled for service as a full-time (A) teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States; (B) professional social worker for a public welfare agency or a nonprofit private organization; (C) social worker, teacher, registered nurse, or counselor on a Federal, State, or local project designed to eliminate poverty and carried on under the provisions of the 'Economic Opportunity Act of 1964' at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service in the case of teachers referred to in clause (A), and for each twelve-month period in the case of persons referred to in clauses (B) or (C)."

(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: "in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)".

(c) The amendment made by subsection (a) shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service described in clause (A) of section 205(b)(3) of the National Defense Education Act of 1958 performed during academic years beginning after the enactment of this Act, and shall apply with respect to service described in clause (B) or (C) of section 205(b)(3) of such Act performed after the date of enactment of this Act, whether the loan was made before or after such enactment.

Distribution of assets from student loan funds

SEC. 206. Section 206 of the National Defense Education Act of 1958 (20 U.S.C. 426) is amended by striking out "1969" wherever it appears therein and inserting in lieu thereof "1971".

Coordination of student loan programs

SEC. 207. (a) The amendment made by subsection (b) is enacted by the Congress in recognition of the fact that good administration requires that, in administering federally assisted student-loan programs, the institutions of higher education should not be required to deal with more than one Federal agency, and that such programs should be administered in as nearly uniform a manner as is reasonably practicable.

(b) Section 209 of the National Defense Education Act of 1958 is amended by redesignating subsections (a) and (b) as "(f)" and "(g)", respectively, and by inserting immediately after "SEC. 209." the following:

"(a) The Secretary shall vest responsibility for the administration of all student-loan programs carried on, or assisted, by the Department of Health, Education, and Welfare in a single officer of such Department.

"(b) The maximum loan which may be made during an academic year, or its equivalent, to a graduate or professional student under any student-loan program carried on or assisted by any department or agency of the United States shall, notwithstanding any other provision of law, be \$2,500.

"(c) After June 30, 1965, except as provided in subsection (d), an institution of

higher education may not participate in the student loan program under this Act, if at the same time such institution is participating in any other student loan program carried on or assisted by the Department of Health, Education, and Welfare, with the exception of the loan program administered under the Migration and Refugee Assistance Act of 1962.

"(d) An institution of higher education may, upon notice to the Secretary, discontinue its participation in any student-loan program carried on or assisted by the Department of Health, Education, and Welfare in preparation for beginning its participation in a different student-loan program. The Secretary shall provide by regulations (which shall be binding on the institution) for the discontinuation of such student-loan program upon the receipt of such notice and for the distribution of the assets of the student-loan fund thereof. Such regulations shall provide—

"(1) that the discontinuation of the program and the distribution of assets from the student-loan fund will be carried on at a rate, and in a manner, which will insure that students who received loans under the program to be discontinued, will be able to receive such loans under such program as may be necessary to enable them to continue or complete their education, and

"(2) that the assets of the student-loan fund, and repayments of loans made therefrom, will be equitably divided between the institution of higher education and the United States.

"(e) If, on the date of enactment of the National Defense Education Act Amendments, 1964, an institution of higher education is participating in a student-loan program both under this Act and under another Act, it shall notify the Secretary before July 1, 1965, as to which of such student-loan programs it elects to participate in in the future. Thereupon the Secretary shall provide for the discontinuance of the other student-loan program (and the distribution of its student-loan fund) in the same manner as provided for discontinuance of student-loan programs (and distribution of their student-loan funds) under the preceding subsections."

TITLE III—AMENDMENTS OF TITLE III

Appropriations authorized

SEC. 301. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

"Appropriations authorized"

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the eight succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment (suitable for use in providing education in science, mathematics, history, geography, modern foreign language, and English), but excluding supplies which are consumed in use, and for minor remodeling described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and each of the eight succeeding fiscal years for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

Allotments to States

SEC. 302. (a) The second sentence of subsection (a) (2) of section 302 of the National Defense Education Act of 1958 is amended by striking out "as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959" and inserting in lieu thereof "between July 1 and August 31 of each even-numbered year beginning with calendar year 1964".

(b) The third sentence of such subsection is amended to read as follows: "Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965."

(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out "\$20,000" wherever it appears therein and inserting in lieu thereof "\$50,000".

State plans

SEC. 303. (a) Clause (A) of section 303(a) (1) of the National Defense Education Act of 1958 is amended to read as follows: "(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment and printed and published materials (other than textbooks), suitable for use in providing education in science, mathematics, history, geography, modern foreign language, or English in public elementary or secondary schools, or both, and of testgrading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and".

(b) Paragraph (5) of section 303(a) is amended by striking out "and modern foreign languages" and inserting in lieu thereof "history, geography, modern foreign languages, and English".

Payments to States

SEC. 304. The second sentence of subsection (b) of section 304 of such Act is amended by striking out "five" and inserting in lieu thereof "seven".

Interest rates

SEC. 305. Paragraph (3) of subsection (b) of section 305 of such Act is amended by striking out "as of the last day of the month" and inserting in lieu thereof the following: "as computed at the end of the fiscal year next".

TITLE IV—FELLOWSHIPS

SEC. 401. Effective July 1, 1964, section 402 (a) of the National Defense Education Act of 1958 is amended to read as follows:

"Number of fellowships"

"SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed five thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed seven thousand five hundred such fellowships, and during the fiscal year ending June 30, 1967, he is authorized to award not to exceed ten thousand such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years."

Award of fellowships and approval of institutions

SEC. 402. (a) The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958 is amended to read as follows: "Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one-third of such fellowships awarded during the fiscal years ending June 30, 1965, and June 30, 1966, and not less than 2,500 for each fiscal year thereafter, shall be awarded to individuals accepted for study in

graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c)." The second sentence of subsection (a) of such section is amended by striking out "and" at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof.

(b) Section 403(b) of such Act is amended by striking out "under this title" and inserting in lieu thereof "as described in clause (1) of subsection (a)", and by inserting before the period at the end thereof the following: "and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education".

(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

"(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

"(d) No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term 'school or department of divinity' means an institution or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects."

(d) The amendments made by this section shall become effective July 1, 1964.

Fellowship stipends

SEC. 403. Section 404(a) of the National Defense Education Act of 1958 is amended (1) by striking out "academic year of study after the baccalaureate degree" and inserting in lieu thereof "year of study", and (2) by adding at the end thereof the following: "Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents."

TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

Appropriations authorized

SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out "and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year," and inserting in lieu thereof "\$17,500,000 for the fiscal year ending June 30, 1964, \$25,000,000 for the fiscal year ending June 30, 1965, \$25,500,000 for the fiscal year ending June 30, 1966, and \$32,500,000 for the fiscal year ending June 30, 1967."

State plans

SEC. 502. Paragraphs (1) and (2) of section 503(a) of the National Defense Education Act of 1958 are amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

"(2) a program of guidance and counseling in the public elementary or secondary

schools or public junior colleges or technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions."

Payments to States

SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out "five" and inserting in lieu thereof "seven".

(b) Section 504(b) of such Act is amended by striking out "who are not below grade 7," and by striking out "six" and inserting in lieu thereof "eight", and by inserting after "schools" the first time it appears the following: "or in junior colleges and technical institutes,".

Junior colleges and technical institutes

SEC. 504. Title V of the National Defense Education Act of 1958 is amended by inserting after section 504 the following new section:

"Definitions"

"SEC. 505. For the purposes of this title, the term 'junior colleges or technical institutions' means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor's degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge, and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located."

Repealer

SEC. 505. Title V of the National Defense Education Act of 1958 is amended by striking out the heading "Part A—State Programs", and by striking out part B thereof.

Technical amendment

SEC. 506. Sections 501, 503, and 504 of the National Defense Education Act of 1958 are each amended by striking out "part" and inserting in lieu thereof "title".

TITLE VI—LANGUAGE DEVELOPMENT

Extension of title

SEC. 601. (a) Section 601 of the National Defense Education Act of 1958 is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1967".

(b) Section 603 of such Act is amended to read as follows:

"Appropriations authorized"

"SEC. 603. There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, and \$16,000,000 for the fiscal year ending June 30, 1967, to carry out the provisions of this title."

Repealer

SEC. 602. Effective July 1, 1964, title VI of the National Defense Education Act of 1958 is amended by striking out the center heading "Part A—Centers and Research and Studies" and by striking out part B thereof.

TITLE VII—UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

Extension of program

SEC. 701. Section 763 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "eight succeeding fiscal years".

TITLE VIII—MISCELLANEOUS

State administration

SEC. 801. (a) Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended by inserting before the semicolon "and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports".

(b) Subparagraph (3) of such section 1004(a) is amended by inserting before the period at the end thereof "(including such funds paid by the State to the local educational agencies)".

Extension of statistical services program

SEC. 802. Section 1009(a) of the National Defense Education Act of 1958 is amended by striking out "six" and inserting in lieu thereof "eight".

TITLE IX—ADDITIONAL TITLES

SEC. 901. (a) The National Defense Education Act of 1958 is amended by adding at the end thereof the following new titles:

"TITLE XI—INSTITUTES

Authorization of institutes

"SEC. 1101. There are authorized to be appropriated \$35,000,000 for the fiscal year ending June 30, 1965, and each of the two succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with colleges and universities for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—

"(1) who are engaged, or are teachers preparing to engage, in the elementary or secondary schools or in institutions of higher education (which, for purposes of this section shall include junior colleges and technical institutes as defined in section 505), as counseling and guidance personnel, or

"(2) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, English, or of disadvantaged youth, in elementary or secondary schools.

"Stipends

"SEC. 1102. Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent.

"TITLE XII—CAPITOL PAGE SCHOOL

"SEC. 1201. (a) There is hereby created a Capitol Page Facilities Board (hereinafter referred to as the 'Board'), which shall be composed of two Senators, to be appointed by the President pro tempore of the Senate, two Members of the House of Representatives, to be appointed by the Speaker, and one Justice of the Supreme Court to be appointed by the Chief Justice of the United States. One of the members of the Board shall be a member of the Committee on Labor and Public Welfare of the Senate, and one of the members shall be a member of the Committee on Education and Labor of the House of Representatives.

"(b) The Board is authorized and directed to provide for the construction of a Capitol Page School located as near as practicable to the Capitol, which will offer residence,

educational, dining, recreational, and physical training facilities for pages employed by the Senate, the House of Representatives, and the Supreme Court.

"(c) The Board shall appoint one or more persons of mature years to be responsible for the maintenance of the Capitol Page School and the operation of the residential, dining, and recreational facilities of such school, under rules made by the Board.

"(d)(1) Each page employed by the Senate, the House of Representatives, or the Supreme Court shall be required to reside at the Capitol Page School upon completion of its construction while the Senate, the House of Representatives, or the Supreme Court, as the case may be, is in session and during all periods when he is entitled to receive compensation as a page, unless he is authorized by the Board to reside elsewhere.

"(2) Any page employed by the Senate, the House of Representatives, or the Supreme Court, may, with the approval of the Board, reside at the Capitol Page School during such times as the Senate, the House of Representatives, or the Supreme Court, as the case may be, is in recess or adjournment, if he was entitled to reside at such school during the session of the Senate, the House, or the Supreme Court immediately preceding such recess or adjournment or if he has been appointed as a page subsequent to the end of such session.

"(e) The Board shall establish such rates and fees for residing at the Capitol Page School as it deems necessary.

"(2) There are authorized to be appropriated such funds as may be necessary for the operation and maintenance of the residential, dining, and recreational facilities of the Capitol Page School, to be disbursed by the Secretary of the Senate on vouchers signed by a member of the Board designated by it for such purpose."

TITLE X—AMENDMENTS OF TABLE OF CONTENTS

SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

(1) by striking out

"PART A—STATE PROGRAMS";

(2) by inserting after

"Sec. 504. Payments to States."

the following:

"Sec. 505. Definitions."

(3) by striking out

"PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

"Sec. 511. Authorization.";

(4) by striking out

"PART A—CENTERS AND RESEARCH AND STUDIES";

(5) by striking out

"PART B—LANGUAGE INSTITUTES

"Sec. 611. Authorization.";

(6) by inserting at the end thereof the following:

"TITLE XI—INSTITUTES

"Sec. 1101. Authorization of institutes.

"Sec. 1102. Stipends.

"TITLE XII—CAPITOL PAGE SCHOOL"

Mrs. GREEN of Oregon (during the reading of the bill). Mr. Chairman, I ask unanimous consent that the further reading of the bill be dispensed with, and that the bill be open for amendment at any point.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

The CHAIRMAN. The Clerk will report the first committee amendment.

Mrs. GREEN of Oregon. Mr. Chairman, I intend to ask that the committee

amendments be considered en bloc and if I am permitted to do so under the parliamentary situation, I wish to explain that one of the committee amendments is in regard to the page school which will be later deleted. This is the substantive change, and also the Institute for Librarians. But if the committee amendments may be considered en bloc, I think it would expedite the action of the committee. Therefore, Mr. Chairman, I ask unanimous consent that the committee amendments be considered en bloc.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

The CHAIRMAN. The Clerk will report the committee amendments.

The Clerk read as follows:

Page 1, after line 5, insert the following: "SEC. 101. The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out 'which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign language and trained in technology.'"

Page 1, line 7, strike out "101" and insert in lieu thereof "102".

Page 2, line 1, strike out "102" and insert in lieu thereof "103".

Page 22, line 6, strike out "or".

Page 22, line 11, strike out the period and insert "; or".

Page 22, after line 11, insert the following:

"(3) who are engaged as library personnel in the elementary or secondary schools, or as supervisors of such personnel."

Page 22, line 21, after "1102." insert "(a)".

Page 24, strike out lines 16, 17, and 18, and insert in lieu thereof the following:

"(f)(1) There is hereby authorized to be appropriated for the construction of the Capitol Page School the sum of \$1,500,000."

Page 24, line 17, after "operation" insert "and maintenance".

The CHAIRMAN. The question is on agreeing to the committee amendments.

The committee amendments were agreed to.

Mr. BEERMANN. Mr. Chairman, I make the point of order that a quorum is not present.

The CHAIRMAN. The Chair will count. [After counting.] One hundred and ten Members are present, a quorum.

AMENDMENTS OFFERED BY MR. HARRIS

Mr. HARRIS. Mr. Chairman, I offer amendments.

The Clerk read as follows:

Amendments offered by Mr. HARRIS: On page 2, line 13, strike out "collegiate, associate degree, or diploma" and insert in lieu thereof the following: "collegiate, or associate degree".

On page 3, strike out line 4 and all that follows down through line 9 on page 3.

And on page 3, line 10, strike out "(p)" and insert in lieu thereof the following: "(o)".

(Mr. HARRIS asked and was given permission to revise and extend his remarks.)

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I am glad to yield to the distinguished chairman of the subcommittee, who has done such a fine job with this bill and the explanation of it today. I compliment the gentlewoman.

Mrs. GREEN of Oregon. I thank the gentleman.

This amendment has been discussed with members of the committee on this side. Speaking only for myself, I will accept the amendment, though I am not particularly happy about it.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I yield to the gentleman from Minnesota.

Mr. QUIE. I wish to say to the gentleman from Arkansas that I agree with his amendment. I share the views of the gentlewoman from Oregon. I believe we ought to do something to coordinate these various loan programs from the various committees. I believe there is unanimity here, and to help us proceed we should accept the amendment of the gentleman from Arkansas.

Mr. HARRIS. I thank the gentleman for being willing to accept the amendments, as I thank the gentlewoman from Oregon for her acceptance.

Mr. PUCINSKI. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I yield to the gentleman from Illinois [Mr. PUCINSKI].

Mr. PUCINSKI. I congratulate the distinguished gentleman from Arkansas for offering this amendment today. I advised the gentlewoman from Oregon yesterday that I would offer the amendment this afternoon if no one else did.

Certainly the gentleman through this action has brought the amount of assistance which can be given to medical schools, to dental schools and to nursing schools along with all other institutions of higher education. I am glad the gentleman has made this move, and I congratulate him for working out an acceptable agreement with the gentlewoman from Oregon, so that this problem will not plague institutions of higher education in our country.

Mr. HARRIS. I thank the gentleman from Illinois.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I yield to the gentleman from New York.

Mr. GOODELL. I believe the Members would appreciate it if the gentleman would explain what his amendment would do. I understand the amendment, and it is my view that something should be done in this field. Perhaps we can work out a better way to do it than would be done in the bill. I would go along with accepting the amendments, but I believe an explanation should be given.

Mr. HARRIS. I shall be glad to briefly explain what is proposed. However, one of the first fundamentals I learned from law school was that after a person had won his case it was time to quit. I am ready to sit down right now. I would say, briefly, this has to do only with definitions. Immediately after action I shall offer an amendment which will get to the crux of the situation.

The CHAIRMAN. The question is on the amendments offered by the gentleman from Arkansas [Mr. HARRIS].

The amendments were agreed to.

AMENDMENT OFFERED BY MR. HARRIS

Mr. HARRIS. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. HARRIS: On page 8, strike out line 13 and all that follows down through line 25 on page 10.

(Mr. HARRIS asked and was given permission to revise and extend his remarks.)

Mr. HARRIS. Mr. Chairman, first I wish to say that the previously considered amendment had to do with definitions. What we did was to leave three of the paragraphs making definitions in the bill.

We deleted the paragraph having to do with the definition of "diploma school of nursing." The reason I suggested that amendment is that under the National Defense Education Act program, student loans have not been made to students by hospital schools of nursing. There is no reason for including this definition in the bill unless it is intended to get into that field. I have reached an understanding with the gentlewoman from Oregon [Mrs. GREEN], and it is not intended to get into that field in this bill. So we have worked it out in this way. Under the definition of "school of nursing," "collegiate school of nursing," and "associate degree school of nursing," there is no conflict with present practices under which, by regulations which the Department of Health, Education, and Welfare has promulgated, students at these schools can obtain loans as students at "institutions of higher education." We did not feel, from what we know about it at this time, that we should interfere with that.

If a school chooses to establish a loan fund for students of nursing under the National Defense Education Act, rather than under the Nurse Training Act of 1964, this will be permitted under the bill. This is somewhat similar to what the situation would be if these definitions were not contained in this bill, since the school could continue to have a National Defense Education Act loan program under our bill if it chose to do so. But under the Nurse Training Act of 1964, if the school establishes a student loan program, then students of nursing at the school may not obtain a National Defense Education Act loan.

Therefore, we have no objection at this time for those terms or definitions to remain in the bill itself, since this conforms rather closely to past practices in this field.

The amendment before the committee now, Mr. Chairman, has to do with the coordination of student loan programs. That is section 207 of the bill, which has several paragraphs dealing with the subject. If this section stays in the bill, the portions of the Health Professions Educational Assistance Act and the Nurse Training Act of 1964 relating to student loans which this Congress has approved will virtually be repealed. That is not just my statement. That is the statement of the organizations, including the American Nurses Association, which sent to each one of us a bulletin recently, and

the American Dental Association, which wrote us a letter.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I will be glad to yield to the distinguished gentlewoman from Oregon.

Mrs. GREEN of Oregon. I thank the gentleman.

Mr. Chairman, I have discussed this amendment with the gentleman from Arkansas, and again may I express the desire of the Committee on Education and Labor to coordinate all of the student loan programs. We feel that all college students, regardless of whether they are studying to be teachers, lawyers, doctors, nurses, or scientists, should participate in one Federal-sponsored loan program which is sufficiently large to make the necessary loans. The operation of only one student loan program would be less expensive to our colleges and universities and would facilitate and make less expensive the administration of the program here in Washington. From my viewpoint, this proliferation of student loan programs is not educationally or financially sound. To say that a loan to a student getting an education in medicine or nursing is a health program and not education is begging the point. He or she is in the university to receive an education in the chosen profession. However, in talking to the Chairman of the Interstate and Foreign Commerce Committee, it was obvious that the bill would cause a jurisdictional dispute. This is not something which I invite on the floor and not something I look forward to. There surely must be better ways of working it out. Therefore, I am willing to accept the amendment which has been offered by the gentleman from Arkansas.

Mr. HARRIS. I thank the gentlewoman very much.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I am glad to yield to the gentleman from Minnesota.

Mr. QUIE. I feel the same way. In the effort to bring about unanimity in this bill, we ought to agree to the gentleman's amendment. If we agree to it as well, I hope in the future we can coordinate these programs.

I would like to ask the gentleman a question. I understand your committee reported two bills, one to provide for loans and forgiveness of them to optometrists and another to medical doctors who practice medicine, I believe, in poverty stricken areas or on people who are poverty stricken. Is that correct?

Mr. HARRIS. Yes. The gentleman is correct. The committee reported two bills recently, No. 1 on the urgent request of the optometry profession to give them the same consideration.

The CHAIRMAN. The time of the gentleman has expired.

(Mr. HARRIS (at the request of Mr. QUIE) was given permission to proceed for 2 additional minutes.)

Mr. HARRIS. On the urgent request of the optometry profession, we reported

the bill to treat them precisely as the bill reported out and signed into law last year treats other professions in the field of health.

No. 2, we considered the amendment with reference to the forgiveness features in certain areas of need in the country. When the other body considered H.R. 12, which became the Health Professions Educational Assistance Act, they passed it without amendment. Later it was agreed that the other body would adopt legislation including a loan forgiveness feature, which they have done. The gentleman from Illinois [Mr. SPRINGER], the ranking member of the committee, came to me and asked me to give consideration to that bill, S. 2220. I told him that I would bring it to the attention of the committee, which I did and the committee reported that bill out early this week.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. HARRIS. I yield.

Mr. QUIE. Mr. Chairman, I do not think we can debate those bills right now. I think at this point there are two things. One is the need to coordinate these programs, not only in the administration here, but in the colleges.

Second, the work in cooperation between the Committee on Education and Labor and the Committee on Interstate and Foreign Commerce. I want to take the blame for our inability to work with the gentleman's committee in legislation in the past. I think we should point to the future where we may be able to exchange ideas with the gentleman's committee not only on the question of the Federal role in education and what it should be, but with relation to his committee's determination to provide the necessary provisions for health and related services.

Mr. HARRIS. I thank the gentleman. I can say to him that he certainly will have our cooperation. We will be glad to consult with him at any time.

However, I go back to the point of coordination. If it is considered coordination to take the health programs of this country and turn them over to the Office of Education in the Department of HEW, then we have got a good deal of talking to do about this. There is the basic difference, as I have repeated over and over.

These programs are considered to have educational values but they are primarily designed to meet the health needs of the country. We think they should be administered by the health division of the agency involved. That is where we differ as to the basic approach, and that is the reason why we are very insistent that these programs be worked out on that level.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Arkansas [Mr. HARRIS].

The amendment was agreed to.

AMENDMENT OFFERED BY MR. QUIE

Mr. QUIE. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. QUIE: On page 6, line 19, after the word "time" strike out "(A)" and beginning on line 23 change

the semicolon to a comma and strike out "(B) professional social worker for a public welfare agency or a nonprofit private organization; (C) social worker, teacher, registered nurse, or counselor on a Federal, State, or local project designed to eliminate poverty and carried on under the provisions of the 'Economic Opportunity Act of 1964;'"

On page 7, beginning on line 5, after the word "service" strike out the following: "for each complete academic year of service in the case of teachers referred to in clause (A), and for each 12-month period in the case of persons referred to in clauses (B) or (C)."

On page 7, line 25 strike out "described in" and on page 8 beginning on line 1, strike out the following: "clause (A) of section 205(b) (3) of the National Defense Education Act of 1958."

And on page 8, line 3, strike out the following: "and shall apply with respect to service described in clause (B) or (C) of section 205(b) (3) of such Act performed after the date of enactment of this Act."

(Mr. QUIE asked and was given permission to revise and extend his remarks.)

Mr. QUIE. Mr. Chairman, I want to explain briefly what the amendment does. It provides that the portion of the bill which extended forgiveness to social workers and other workers, teachers, registered nurses, counselors, et cetera, on a Federal, State, or local project designed to eliminate poverty, under the bill that the House just recently passed, would be removed from this bill.

Now, Mr. Chairman, it leaves in the bill the change in the present law of the expansion of funds for the loan program in the expansion and the forgiveness provision to all teachers.

Mr. Chairman, to date only elementary and secondary school teachers in the public schools are permitted to have 50 percent of their loan forgiven. Whereas, I do believe that if the forgiveness provision is not a good feature in the law, I think in all fairness, as long as we do provide forgiveness for some teachers, then it ought to be for all. But this other part of the bill is beyond the concept of the National Defense Education Act, and for that reason, I propose this amendment.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentlewoman from Oregon.

Mrs. GREEN of Oregon. Mr. Chairman, again my own personal preference would be that the forgiveness feature be extended to those people who are working in the areas of poverty. Certainly if a teacher is willing to go into the slum areas and spend her life and dedicate herself to the problem of helping people less fortunate, the least we could do would be to forgive a portion of a student loan not only to the teacher, but for the nurse or the counselor who works in the poverty areas and with the disadvantaged.

However, again, legislation is never what any one person wants. It is at best a compromise.

Mr. Chairman, I believe the amendment that has been offered by the gentleman from Minnesota retains the best part of the forgiveness feature. I have discussed the amendment at least with some of the Members on this side of the

aisle. Speaking for myself, I am willing to accept it.

Mr. QUIE. I thank the gentlewoman.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. I want to express my agreement with what the gentleman from Minnesota has said. I believe we should phase out the forgiveness section on teachers at this point and, perhaps, set up other priorities. I believe that provision has largely accomplished its purpose.

Mr. Chairman, it should be emphasized that about 47 percent of the students obtaining loans under this program have gone into teaching. This indicates that it has had a considerable impact.

I believe that, as long as it is extended to the teachers, it is unfair to permit a person who goes into teaching in public schools to obtain forgiveness of his college loan and yet deny that privilege to a person who goes into teaching in a private school. That is essentially what the bill, as amended, will now accomplish.

Mr. QUIE. I thank the gentleman from New York.

Mr. HARDY. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Virginia.

Mr. HARDY. I do not disagree with the basis of the gentleman's amendment, but I do have a little problem with the subject matter just injected into the question by the gentleman from New York [Mr. GOODELL]. I have a little trouble understanding why if we cannot have prayer in public schools, we should forgive the taxpayers' loans to teachers in private schools? That is the point at which I find disagreement. Frankly, I had planned to offer an amendment to eliminate the words "nonprofit institutions."

The CHAIRMAN. The question is on the amendment offered by the gentleman from Minnesota [Mr. QUIE].

The amendment was agreed to.

AMENDMENT OFFERED BY MRS. GREEN OF OREGON

Mrs. GREEN of Oregon. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mrs. GREEN of Oregon: On page 11, beginning on line 10, after the word "equipment" strike out "(suitable for use in providing education in science, mathematics, history, geography, modern foreign language and English)" and insert in lieu thereof the following: "(suitable for use in providing education in science, mathematics, modern foreign language, reading, and English when taught to persons for whom English is a second language), and wall maps and globes".

On page 12, beginning on line 23, strike out "history, geography, modern foreign language, or English" and insert in lieu thereof the following: "modern foreign language, reading, or English when taught to persons for whom English is a second language."

On page 12, line 25, after "and of" insert "wall maps, globes and".

On page 13, line 5, strike out "history, geography, modern foreign languages, and English" and insert in lieu thereof the following: "science, mathematics, modern foreign language, reading, and English when taught to

persons for whom English is a second language, or in connection with the use of maps and globes".

Mrs. GREEN of Oregon. Mr. Chairman, title III of the original act includes science, mathematics, and modern foreign languages. H.R. 11904 would add English, geography, and history in title III.

The purpose of this amendment is to more precisely define what we intend to include. We eliminate the word "English" and insert "reading" and we also include English where it is a secondary language.

The emphasis, as is indicated in the previous discussion, and especially by the gentleman from Kentucky [Mr. PERKINS], is on reading equipment.

The amendment deletes the words "geography" and "history." However, the amendment permits the purchase of wall maps and globes. This amendment specifies the types of equipment that may be purchased. It seems to me this improves the language of this part of the bill and clarifies the intent of the committee. I hope it will be adopted.

Mr. QUIE. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Minnesota.

Mr. QUIE. We did not want anything added to title III. There are many of us who thought that should be left as it is. However, I think it is good that we do not designate additional categories or additional subject matter but, rather, limit it to globes and maps. The globes and maps can be used for any subject matter in that school it would be fitting for. The same way with reading, there is some expensive equipment that can greatly improve the reading ability of the young children that the school may provide. So we agree to go along with the gentlewoman from Oregon on those two additions to the use of the money in title III. I accept the gentlewoman's amendment.

Mr. GOODELL. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from New York.

Mr. GOODELL. I concur in the comments made by the gentleman from Minnesota. I will say that the term "reading" or "remedial reading" left in title III permits the purchase of equipment for that purpose. The gentleman from Vermont in the other body was particularly active in pressing for his amendment, although I have some doubt about it at this moment. We will accede to his efforts and the effort of the gentlewoman to have this in. I believe we have some difference of opinion as to the usefulness of certain types of equipment.

Mr. RYAN of New York. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the very capable and distinguished gentleman from New York.

Mr. RYAN of New York. Mr. Chairman, I rise to commend the distinguished chairman of the subcommittee, the gentlelady from Oregon [Mrs. GREEN], and the committee for recognizing the need to provide assistance under title III of the National Defense Education Act for

the acquisition of equipment for the teaching of English to students for whom English is a second language.

This provision is similar to my bill, H.R. 8198, and I am pleased that it will be incorporated in the bill. I have been urging this for a long time. On December 12, 1963, when the conference report on NDEA amendments (H.R. 4955) was on the floor, I pointed out the need for instructional equipment and materials to assist in the teaching of pupils for whom English is a second language. In New York City there are a great many Spanish-speaking children who will benefit immeasurably from this change in the law. The "Education Congress" is taking another important step forward.

Mrs. GREEN of Oregon. I thank the gentleman. Indeed, the gentleman from New York has very effectively and persuasively pointed out the need for including English where it is a secondary language, as have some of his other colleagues from the Southwest.

Mr. HOSMER. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from California.

Mr. HOSMER. Will the gentlewoman, for the purposes of the RECORD, spell out the language of her amendment which has to do with English as a second language?

Mrs. GREEN of Oregon. The gentleman from New York [Mr. RYAN] has pointed out many times to the committee that in some parts of New York City there is a large population of Puerto Ricans. Their primary language is Spanish. English is really a secondary language or a foreign language to these students. This is true in southern California, and in other States, including Texas, where there is a very large group of Spanish-speaking children. English is a foreign language to these young students. It is a secondary language. Where that is the case then this provision would apply.

Mr. HOSMER. Would it also include States where the primary language is not Spanish, but some other language?

Mrs. GREEN of Oregon. Yes; it applies in all instances where English is the second language.

Mr. HOSMER. I thank the gentlewoman.

AMENDMENT OFFERED BY MR. CAREY

Mr. CAREY. Mr. Chairman, I offer an amendment to the amendment.

The Clerk read as follows:

Amendment offered by Mr. CAREY to the amendment offered by Mrs. GREEN of Oregon: At the end of the amendment insert the following:

Page 13, line 2, after "and" insert "such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter, and".

Mr. CAREY. Mr. Chairman, this is an economy-of-use amendment. We have heard throughout the debate that the equipment to be acquired under title III is highly expensive equipment. That is why the local school authorities need the assistance of the Federal Government in securing such equipment.

Speaking about economy, none of us would want to see this equipment sit idle when in the judgment of the local school authorities such equipment having a capacity for duality of use, having universality of application, might be used in subject areas that they find constitute a critical need in their own school districts.

We have heard throughout the debate that we want to give maximum control of the curriculum to the local school authorities. That is the purpose of this amendment, that the local school authorities use their judgment as to the use of the equipment when the equipment is idle and can be used to secure some improvement of the problem subject areas for which the equipment might be used.

Mr. BRADEMAs. Mr. Chairman, will the gentleman yield?

Mr. CAREY. I yield to the gentleman from Indiana.

Mr. BRADEMAs. I rise in strong support of the amendment offered by the gentleman from New York and want to commend him on it and say that I agree with him that it will be most helpful in tightening the approach.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. CAREY. I yield.

Mrs. GREEN of Oregon. Will the gentleman clarify a point? Am I correct that the amendment which the gentleman offers does not pertain to funds that may be used to purchase the equipment?

Mr. CAREY. No. I would say the primary purpose must be expressed in the request for funds for acquisition. Once that is stressed in these categories of equipment, that covers what equipment will be secured. Once the equipment is on the school property, if it has duality of use it is up to the local school authorities to determine how that equipment shall be used.

Mrs. GREEN of Oregon. As a specific example, does the amendment mean that if there were a visual slide machine purchased with funds under the act not being used at a given time during the schoolday in a science class or for a subject included in title III, then instead of sitting idle in a dark closet, a teacher might use it in an English class or a reading class? Am I correct that this amendment does not destroy the intention of the legislation?

Mr. CAREY. That is right.

Mrs. GREEN of Oregon. It seems to me this is a good amendment. It should help in improving the quality of education. I therefore approve of the amendment.

Mr. CAREY. This would be sort of a freedom-of-choice amendment to allow the school authorities to determine where the equipment should be used that is available. I would hope the members of the majority and minority of the Committee would see their way clear to accepting this amendment, taking into consideration the type of equipment we are acquiring.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. CAREY. I yield to the gentleman from Minnesota.

Mr. QUIE. Would the equipment have to remain on the premises where it was acquired?

Mr. CAREY. No. If it is part of the school system by which it was acquired and it happens to be moved from building to building in that school system, I think we could accord discretion to the school authorities in this. I do not think they are going to take it home and show movies to the children, or something of that kind.

Mr. QUIE. What about its being utilized in another school system, a private school system?

Mr. CAREY. I think the language in the bill, and this is specific, states in the Senate bill and the House version that grants for equipment are provided for public schools and loans for non-public schools. One of the terms of the grant would be that this would remain the property of the local agency. That is not a question here at all. This is public school equipment we are talking about, and would be used for the public school requirement for the students in that area which required the equipment.

Mr. QUIE. There is no direction in the gentleman's amendment, then, to require that the local public school system allow it to be used by another school system?

Mr. CAREY. No, that is not the amendment. The amendment here relates to the use of the equipment for the use for which it was acquired and used during the open time. If in the wish of the community authorities they had a use for it in a hall, I do not think we could put a policeman in the door to say that one not enrolled in the subject curriculum for which this equipment was to be used could not come into the hall.

Mr. QUIE. Then this other last question. Is there any difficulty now as to the use of equipment for any subject matter after it is acquired for the purposes intended in the act?

Mr. CAREY. I have been given to understand that some rigid inspection techniques have been adopted, to make certain that the equipment is confined to the use for which it was acquired under the act. It is to supervene this and to give more latitude to the school authorities in the use of the equipment that I am offering the amendment. I do not think we need to inspect and to find out if the equipment is being used at all times for the purposes of the act.

Mr. QUIE. I just want to say for myself, I do not see any objection to the amendment.

Mr. CAREY. I thank the gentleman from Minnesota. The only purpose of the amendment is to get greater use of this expensive equipment which will actually result in valuable economies in education because it will greatly increase a good teacher's ability in teaching more students.

I think title III in the administration of this act is such that we can show dynamic breakthroughs and exotic achievements and fully warrants the extension of title III funding at the present level. I think it is going to result in great economies in education as well as

improving the quality of education in the long pull.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. CAREY. I yield to the gentleman from New York.

Mr. GOODELL. Mr. Chairman, if I understand the gentleman's amendment correctly, and I would like an answer to this question directly in this sense: Your amendment does not expand in any way the types of equipment or the justification for the purchase of equipment under the present program; is that correct?

Mr. CAREY. That is correct. The initial justification has to be for the specified categories defined in the bill.

Mr. GOODELL. No additional considerations are added to the question of whether they should be purchased or can be purchased by your amendment?

Mr. CAREY. I would just hope that those passing on the request would take into consideration the universality of such equipment as an argument for granting the request.

The CHAIRMAN. The time of the gentleman has expired.

Mr. GOODELL. Mr. Chairman, I move to strike out the last word, and I would like to ask the gentleman another question on that point.

The last answer, it seems to me, fuzzes the issue a little bit. I am concerned. I think the gentleman's amendment is a very meritorious one in the sense that the equipment which is justified to be purchased under the existing language should have maximum utilization. That is the gentleman's purpose; is that correct?

Mr. CAREY. That is correct—to economize in the use of it.

Mr. GOODELL. Yes, and it does not in any way change the standards in the present act as to justifying the purchase of equipment?

Mr. CAREY. No, the standards are expressed in the categories defined in the bill.

Mr. GOODELL. I appreciate the gentleman's answer very much. I am in favor of the amendment as so defined and confined in its impact.

The CHAIRMAN. The question is on the amendment offered by the gentleman from New York [Mr. CAREY] to the amendment offered by the gentlewoman from Oregon [Mrs. GREEN].

The amendment to the amendment was agreed to.

The CHAIRMAN. The question is on the amendment offered by the gentlewoman from Oregon [Mrs. GREEN], as amended.

The amendment was agreed to.

AMENDMENT OFFERED BY MR. QUIE

Mr. QUIE. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. QUIE: On page 13, line 23, strike out the word "five" and insert in lieu thereof "three". And on page 14, line 2, strike out "seven thousand five hundred" and insert in lieu thereof "five thousand". And on page 14, line 4, strike out "ten thousand" and insert in lieu thereof "six thousand five hundred".

And on page 14, line 17, strike out "(1) not less than one-third of such fellowships awarded during the fiscal years ending June 30, 1965, and June 30, 1966, and not less than two thousand five hundred for each fiscal year thereafter" and insert in lieu thereof "(1) not less than one thousand five hundred of such fellowships awarded during the fiscal year ending June 30, 1965, and not less than one-third of such fellowships awarded during fiscal years ending June 30, 1966, and June 30, 1967".

(Mr. QUIE asked and was given permission to revise and extend his remarks.)

Mr. QUIE. Mr. Chairman, the National Defense Education Act provides that 1,500 fellowships may be granted each year. The bill would increase this to 5,000 the first year and 10,000 the third year.

My amendment would provide for an increase to 3,000 the first year, that it be doubled in the first year from the present. The second year it would provide for an increase by another 2,000, to 5,000. In the last year it would be increased by another 1,500 to 6,500.

From everybody I have talked to I get the impression that this is more than adequate to provide for the needs of fellowships in the 3 years, judging from those who will be available.

This, as Members know, is for the training and education of Ph. D.'s for college teaching. I feel that this is more in line with what is needed today.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentlewoman from Oregon.

Mrs. GREEN of Oregon. In regard to the current fiscal year and the number suggested in the amendment of the gentleman from Minnesota, I am not at all disturbed, because I believe that probably this is the number that could really be used.

However, the fellowship program was designed originally to maintain and to improve the quality of and preparation of our college faculties. As one member of the subcommittee, I am concerned about statistics which show that the percentage of new college professors with Ph. D.'s is declining. We have a smaller percentage of Ph. D.'s now than we had 10 years ago.

However, because this will give the committee an opportunity to look at the problem again next year and in the interest of getting a bill passed in this session of Congress, I reluctantly accept the amendment offered by the gentleman from Minnesota.

Mr. BRADEMAS. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Indiana.

Mr. BRADEMAS. Much as I dislike to have to disagree both with the distinguished chairman of my subcommittee and with my colleague from Minnesota, I must oppose the gentleman's amendment.

I call to the attention of members of the Committee the statement on page 8 of the report:

After a thorough consideration and discussion of the title IV program and the estimated needs, the committee has approved a gradual increase in the number of fellowships. The amendment authorizes an awarding of 5,000 fellowships in 1965, 7,500 in 1966, and 10,000 in 1967.

I believe we have had a thorough discussion and consideration of the needs for graduate fellowships. I believe it is relevant to point out that the committee bill, approved by the House Committee on Education and Labor, at this particular point is in full accord with the title IV program approved by the other body. There is no profound disagreement between the Senate bill as passed by the other body and the House committee bill.

I would also point out that in 1963 the President signed into law the Higher Education Facilities Act. We passed that act because of the fact that there is to be a doubling of enrollments on college campuses in this country between 1960 and 1970.

It is fine to help to build more academic classrooms, libraries and laboratories, but we must also be able to provide teachers for the youngsters who will be in those classrooms, libraries, and laboratories.

For that reason I hope very much that the amendment of the gentleman from Minnesota will be defeated. I rise to oppose it.

Mr. QUIE. Mr. Chairman, I do not believe that we can go by what the other body has done in regard to this legislation because it spent virtually no time at all considering or studying it. The study has been done in the House. I have been involved in the study.

When the number is doubled in the year to come, that is a pretty good expansion. Not only does my amendment provide this sufficient amount of increase, but the bill changes the concept from the original intent of the act, that these fellowship grants should go only toward new and expanded programs. The bill provides for fellowships for continuing programs. I believe my amendment represents quite a substantial increase, and the amendment should be adopted.

Mr. GRIFFIN. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman.

Mr. GRIFFIN. I understand that there is substantial doubt that the number of fellowships in your amendment would actually be used. Is that correct?

Mr. QUIE. That is correct. The people I have talked with in the higher education community say that is correct. They doubt it will be used.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Minnesota [Mr. QUIE].

The amendment was agreed to.

AMENDMENT OFFERED BY MR. QUIE

Mr. QUIE. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. QUIE: On page 16, line 24, strike out "\$25,000,000" and insert in lieu thereof "\$23,500,000." On page 17, line 1, strike out "\$25,500,000" and insert in lieu thereof "\$23,500,000," and on line 2 strike out "\$32,500,000," and insert in lieu

thereof "\$28,500,000." On page 17, beginning with line 4, strike out everything down through line 4 on page 18, and insert in lieu thereof the following:

"SEC. 502(a) Paragraph (1) of subsection (a) of section 503 of the National Defense Education Act of 1958 is amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State and, if authorized by law, in other elementary and secondary schools in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and"

"(b) Paragraph (2) of subsection (a) of section 503 of such Act is amended by striking out 'who are not below grade 7'."

On page 18, line 11, after the word "eight" change the comma to a period and strike out the remainder of the sentence. And on page 18 strike out lines 14 through 25 and on page 19 strike out lines 1 through 10.

On page 19 change "SEC. 505" to "SEC. 504", and on line 16 change "SEC. 506" to "SEC. 505."

Mr. QUIE. Mr. Chairman, let me explain what this amendment does. The amendment which I offer would remove from the bill the provision which would expand the guidance and counseling assistance of the National Defense Education Act to the public junior colleges and technical institutes. Here again, when the bill first was initiated, it provided only guidance and counseling assistance in high school. During this period of time we found out that guidance and counseling was needed at a younger age. So last year we dropped the age to the seventh grade level. This year, after further testimony, we found that there was a good case made for providing guidance and counseling down to the first grade. However, I do not believe such is the case in junior colleges and technical institutes. Secondly, if we provide this special assistance for public junior colleges and technical institutes, it puts them in a different relationship than the other institutions of higher education. In the past we have treated all institutions of higher learning equitably and in this area we have to treat them all equitably, and this does not do so. For that reason there is no need. It is a worthy amendment in order to conform this legislation to what we have been attempting to do during the last 2 years in education legislation affecting the higher education institutions. The junior colleges have to choose whether they are an institution of higher education or an extension of secondary education. I think they fit better into the higher education level.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. QUIE. Yes. I yield to the gentleman from Oregon.

Mrs. GREEN of Oregon. I think without doubt one of the weak points of the first bill that was offered and passed by this Congress for the establishment of the National Defense Education Act was that we did not extend the guidance and counseling through the entire elementary grades. I am very happy to see that this amendment preserves this program which is in my bill and that the guidance and counseling program will be throughout the secondary and the ele-

mentary schools in both the private and the public schools.

Thank you.

Mr. QUIE. Mr. Chairman, I yield back the balance of my time.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Minnesota.

The amendment was agreed to.

AMENDMENT OFFERED BY MR. O'HARA OF MICHIGAN

Mr. O'HARA of Michigan. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. O'HARA of Michigan: Page 6, line 21, after education, strike out "or"; and on line 23 after the word "States" insert "or in a Peace Corps project as a Peace Corps volunteer".

(Mr. O'HARA of Michigan asked and was given permission to revise and extend his remarks.)

Mr. O'HARA of Michigan. Mr. Chairman, I was heartily in accord with the actions of the committee in extending the forgiveness feature to teachers in oversea schools and to teachers in other educational institutions, both collegiate and private or nonpublic, and with the provisions extending the loan forgiveness feature to certain others. I understand that the extension to any who are not teachers has now been stricken. I have offered this amendment to extend the forgiveness features to teachers in oversea schools who are teaching there as Peace Corps volunteers in a Peace Corps project.

Under the provisions of the bill as it now stands I would estimate that these are the only American teachers anywhere in the world who do not have the advantage of the loan-forgiveness feature. They certainly ought to be extended the same forgiveness feature as a person who teaches for a full salary in an oversea Armed Forces school.

Mr. FRELINGHUYSEN. Mr. Chairman, will the gentleman yield?

Mr. O'HARA of Michigan. I yield to the gentleman from New Jersey.

Mr. FRELINGHUYSEN. I thank the gentleman for yielding.

I wish I could support the gentleman's amendment, but it is difficult to accept such a proposal on at least two grounds. One is that this will create a special category among Peace Corps volunteers; those who would not get the proposed benefit would be discriminated against. Those who get special assistance might receive benefits, but these Peace Corps volunteers in perhaps more hazardous work would get nothing. In the second place, this proposal shows the basic danger of the forgiveness concept. When benefits are granted presumably because they are doing useful work and therefore should get some kind of official recognition.

Mr. O'HARA of Michigan. Mr. Chairman, I might say to the gentleman from New Jersey that I share his misgivings about creating a special category of persons, namely teachers, who are the only ones to receive any forgiveness. However, this system has been accepted by the Congress and is being extended by action of the Committee of the Whole today. Under the circumstances, I

should think, at least, we would include all teachers, including the teachers who work as Peace Corps volunteers.

Mr. FRELINGHUYSEN. Mr. Chairman, it seems to me that the gentleman recognizes the mischief that the forgiveness program represents, yet he is participating in its extension. Is it not equally logical to extend such assistance to those who teach in the Job Corps? Is it not just as logical to extend assistance to those who may be employed in the VISTA program, and go out and do social work, including perhaps work in the field of teaching?

What is there that creates the justification for this kind of benefit for this particular group that does not create an equal argument for others who are being excluded?

Mr. O'HARA of Michigan. I might say to the gentleman from New Jersey that I believe most of the teachers under the poverty program, if not all of them, will be teaching in some regular educational institution such as is described in subparagraph (a). They would be subject to forgiveness in spite of the fact that they are under the aegis of VISTA or some other poverty program.

Mr. GRIFFIN. Mr. Chairman, will the gentleman yield?

Mr. O'HARA of Michigan. I yield to the gentleman from Michigan.

Mr. GRIFFIN. I would like to clear up the meaning and purpose of the gentleman's amendment and make sure about it in my own mind.

It would not apply to all who are serving in the Peace Corps? It would only apply to those engaged in teaching in a Peace Corps project; is that correct?

Mr. O'HARA of Michigan. Exactly.

Mr. GRIFFIN. It would not apply to someone who happened to be a teacher and who went into the Peace Corps but who was not teaching while a member of the Peace Corps?

Mr. O'HARA of Michigan. That is correct.

Mr. HOSMER. Mr. Chairman, will the gentleman yield?

Mr. O'HARA of Michigan. I yield to the gentleman from California.

Mr. HOSMER. Is not just about everyone who is a member of the Peace Corps engaged in teaching, more or less, in one way or the other?

Mr. O'HARA of Michigan. Somewhat less than half of the persons actually overseas in the Peace Corps are engaged in teaching.

Mr. HOSMER. Mr. Chairman, if the gentleman will yield further, is not the basic, fundamental purpose of these provisions of the bill to provide qualified teachers for American schools to teach American children and not to provide people for overseas teaching jobs under a separate program such as, for instance, the Peace Corps which is designed for a separate purpose?

Mr. O'HARA of Michigan. I would say to the gentleman from California that the Peace Corps is a 2-year program. I believe it is fine if you train a teacher and then the teacher goes into the Peace Corps first.

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. O'HARA of Michigan. I yield to the gentlewoman from Oregon.

Mrs. GREEN of Oregon. Mr. Chairman, I rise to ask the gentleman from Michigan a question, if I may.

I believe that the purpose of the amendment is very, very good. Certainly, the people who go out in the Peace Corps should have encouragement.

Has the gentleman had the opportunity to discuss this with the Director of the Peace Corps and has he given the gentleman any statement?

Mr. O'HARA of Michigan. The Peace Corps people have been contacted, although not the Director personally, and they have expressed themselves as being in favor of such a provision.

I had intended to offer it and had discussed it with them in terms of forgiveness for all Peace Corps volunteers.

However, when the committee accepted the amendment offered, I believe, by the gentleman from Minnesota [Mr. QUIE] striking out for forgiveness for anyone other than teachers, I trimmed my sails to cover just the teachers in the Peace Corps, in order to make it consistent with the other provisions of the bill.

Mrs. GREEN of Oregon. Did the people in the Peace Corps to whom you talked express any concern about creating problems within the Peace Corps since one person might have 50 percent of a loan forgiven and another person might not? Yet they might be working side by side in a foreign country.

Mr. O'HARA of Michigan. No such reservation was expressed to me in my discussions with them.

Mr. GIBBONS. Mr. Chairman, I move to strike out the requisite number of words.

(Mr. GIBBONS asked and was given permission to revise and extend his remarks.)

Mr. GIBBONS. Mr. Chairman, I first would like to state that I am no expert on the Peace Corps and I do not intend to pose before this committee as an expert on the Peace Corps.

However, I have had the opportunity recently to observe the Peace Corps in operation in South America. While I might support an amendment that would extend forgiveness as we do in this legislation to all the members of the Peace Corps regardless of how they serve, I am afraid, based upon my practical observation of this program, we would be creating a very difficult matter to administer in the Peace Corps. Teaching is perhaps the part that requires less hazardous duty, however. For instance, the community action program in one of the sections of Lima, Peru, the Barricidios represents an extremely difficult task and is extremely hazardous. The people engaged in this work must live and work there under really abject poverty, exposed to disease, and to all kinds of physical threats which could happen to them. Very few of these people, practically none of them, are engaged as teachers, as we recognize them.

The Peace Corps volunteers are engaged in community action programs. They are people trying to get these com-

munities to move forward, to help them build facilities for community improvement. I think it would be a mistake to put a premium on teaching in the Peace Corps as opposed to other Peace Corps service. I do not want to penalize teaching in the Peace Corps, but I am afraid it would be a mistake to single out teachers in the Peace Corps and give them a special reward.

For that reason, Mr. Chairman, I would urge defeat of this amendment, with the possible reservation that we may consider some time in the future the expansion of forgiveness to all Peace Corps volunteers wherever they may be.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. GIBBONS. I yield to the gentleman from Minnesota.

Mr. QUIE. If anybody goes into the Peace Corps they have a moratorium on the repayment of their loans during the period of time they are in the Peace Corps. Is the gentleman aware of that?

Mr. O'HARA of Michigan. I cannot confirm that.

Mr. QUIE. In reading the act last year, and the amendment added at that time, there is a moratorium during the time they are in the Peace Corps. The reason for forgiveness is to get more people in the teaching profession in U.S. schools. I think the gentleman should not pursue his amendment. After they have finished with the Peace Corps, there is an incentive for them to teach in the United States and to keep them in the teaching profession for 5 years with the forgiveness provision in the present law. From the experience I have seen of the Peace Corps members who now teach at Cordoza High, it is a good thing to get them back into teaching for a while, because of their experience.

Mr. O'HARA of Michigan. I would simply say that then they are being required to put in an additional 2 years of teaching all told to get the same 50-percent forgiveness that you may give to someone else with 2 years' total teaching service if they go directly to a school in the United States and can teach there after spending 2 years in the Peace Corps.

Mr. QUIE. That would be really the same as a person in the military service, who has a moratorium on repayment of their loan while in service. We are not going to forgive them while they are in the armed services, only after they are out of the armed services and teach for a time.

Mr. GIBBONS. Mr. Chairman, I would like to state that I reluctantly oppose this amendment. I know the gentleman is well intentioned, but what I am afraid of is we would be creating an administrative problem in the Peace Corps. Teaching is, I believe, perhaps, the least hazardous of Peace Corps activities. Therefore I urge defeat of the amendment.

Mr. SMITH of Iowa. Mr. Chairman, I offer a substitute amendment.

The Clerk read as follows:

Amendment offered by Mr. SMITH of Iowa as a substitute for the amendment offered by Mr. O'HARA of Michigan: On page 8 between lines 7 and 8 add a new subsection as follows:

"(D) In lieu of other provisions in this Act relative to the rate of repayment of such a loan, the recipient shall be given an alternative of entering into a written agreement providing that each year beginning with the second taxable year that a scholar who received a loan under this Act is no longer a full-time student of an accredited institution of higher education, the recipient shall pay to the Commissioner a sum equal to 5 per centum of his personal net taxable income, as defined or determined by section 63 of the 1954 Internal Revenue Code, as amended, from sources other than pay for military service. Said sums to be paid each year until the total of the sums received by the student with interest is repaid. The Commissioner shall issue such regulations as are reasonably necessary to assure receipt of necessary documents and information to secure such payments and such required documents and assurances shall be secured prior to payment of an individual loan."

Mr. FRELINGHUYSEN. Mr. Chairman, I am constrained to make a point of order against the amendment offered by the gentleman from Iowa on the ground it is not germane to the subject matter of this bill.

Mr. SMITH of Iowa. Mr. Chairman, I should like to be heard on the point of order.

The CHAIRMAN. The Chair will hear the gentleman from Iowa on the point of order.

Mr. SMITH of Iowa. Mr. Chairman, it is in no way an amendment to the tax law. It is not in any section of the tax law. All it provides is that the recipient may voluntarily determine that the amount he pays back is determined by the amount he pays taxes on. That in no way amends the tax laws of that State.

The CHAIRMAN (Mr. BOLLING). The Chair is prepared to rule. The Chair has had an opportunity to examine the amendment, and does not feel it is germane to the O'Hara amendment, which deals with the problem of forgiveness. Therefore, the point of order is sustained. The amendment is not in order.

Mr. FRASER. Mr. Chairman, I move to strike out the last word.

Mr. Chairman, I rise in support of the amendment which would extend the benefit of this section to the Peace Corps volunteers who are engaged in teaching. I think several of the arguments advanced against this do not meet the issue directly. For example, one of the opponents of the amendment suggested the volunteer would be in the same position in going back into teaching after 2 years in the Peace Corps that he would be after serving 2 years in the Army. The trouble with that argument is that Peace Corps volunteers may also be required to serve in the Army, which would make a total of 4 years. There is no exemption from the draft by reason of Peace Corps service.

In view of the fact that a Peace Corps volunteer could only get 2 years of forgiveness, that being the average length of time the volunteer serves, he would still have 3 years of forgiveness to seek by returning to the teaching field here in the United States. This is an adequate incentive to preserve the basic purpose for which the forgiveness feature was originally drafted. I think the extension of this kind of forgiveness to

those volunteers engaging in teaching overseas would be consistent with the other enlargement of the forgiveness features still felt in this section of the bill. I think this would be a very wise move. I would add my own personal observation that it would perhaps be wiser in the long run to extend this forgiveness to all Peace Corps volunteers. I do believe there is merit to this. I believe those who serve in the Peace Corps do so at considerable personal sacrifice, and do a job which is important to the long-term welfare of the United States. But since this provision is limited to teaching, the proposed amendment seems to me to be a logical extension of that provision. I do hope the amendment will be supported.

Mr. GRIFFIN. Mr. Chairman, I move to strike out the last word.

Mr. Chairman, when my colleague from Michigan [Mr. O'HARA] offered his amendment, my initial reaction was that it would be a good amendment and should be supported. However, after more reflection and consideration one must come to the conclusion it would not be a wise step so far as the Peace Corps is concerned.

I am one who supported the Peace Corps legislation. I am glad that a moratorium is provided for those who go into the Peace Corps so far as repayments of loans are concerned under the National Defense Education Act.

But consider the problem that the pending amendment would pose for the director of the Peace Corps, who has the job of assigning recruits to various duties.

When a graduate of a teachers college goes to work teaching in a school system, that is a personal, individual decision that he makes. He decides whether or not he wants to go into teaching.

However, when an individual enlists in the Peace Corps he does not do, as I understand it, for a limited purpose only. He enlists to make his education and his experience available to the Peace Corps, but presumably the Peace Corps would assign him on the basis of how he could best serve the Peace Corps.

The director might not assign him to a teaching job even though he were qualified to teach. This circumstance would result in unfair discrimination as among Peace Corps members.

This amendment deals primarily with our matters overseas. If there is additional compensation or benefit that the Peace Corps recruit should receive, then I think that appropriate legislation should be considered by the Committee on Foreign Affairs as an amendment to the Peace Corps legislation. So, I reluctantly oppose the amendment.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Michigan [Mr. O'HARA].

The amendment was rejected.

AMENDMENTS OFFERED BY MR. QUIE

Mr. QUIE. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. QUIE: On page 22 beginning on line 1 strike out everything down to and including line 14 and insert in lieu thereof the following:

"(1) who are engaged, or are preparing to engage in elementary or secondary schools as counseling and guidance personnel,

"(2) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of modern foreign languages, reading, or English when taught to persons for whom English is a second language, in elementary or secondary schools,

"(3) who are engaged in or preparing to engage in the teaching of disadvantaged youth and are, by virtue of their service or future service in elementary or secondary schools enrolling substantial numbers of culturally, economically, socially, and educationally handicapped youth, in need of specialized training; except that no institute may be established under this title for teachers of disadvantaged youth unless such institute will offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth, or

"(4) who are engaged as library personnel in the elementary or secondary schools, or as supervisors of such personnel.

(Mr. QUIE asked and was given permission to revise and extend his remarks.)

Mrs. GREEN of Oregon. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentlewoman.

Mrs. GREEN of Oregon. Is it the purpose of this amendment to delete the inclusion of history and geography as it is now written in the language of the bill and to include the institute programs and to have them extended beyond what we now have under the present law; to include librarians and supervisors of librarians; to include teachers of reading; to include teachers of disadvantaged youths; and to include institutes for guidance and counseling in the elementary schools?

Mr. QUIE. The gentlewoman is correct.

I would just add to the reading part that the teacher may be involved, let us say, in the first grade with some other subject matter and not be called a reading teacher, but will be qualified for the institute because of the necessity of spending time on remedial reading or speeding up the reading, or the teacher may even need it to upgrade her own ability to teach the new methods of reading to these children.

Mrs. GREEN of Oregon. I know the feeling on both sides of the aisle, but this institute program has probably done more than any other single part to improve the quality of education. A final question to the gentleman—would the gentleman agree with adding the librarians and teachers of reading and teachers of disadvantaged youths and extending guidance and counsel in the elementary schools greatly strengthens our institute program and does provide for an improvement in the quality of education?

Mr. QUIE. Yes, it surely does. It cuts across the various subject matters because it does not make any difference which subject matter is involved as long as it is to help the disadvantaged youths and improve the reading, the subject matter, or the course that the school librarians or supervisors work in. It applies to them, and the language is much

broader. It also enables us to stay away from the controversy about the specific subject. This is aimed at improving education for reaching the young people and enabling them to grasp and develop the knowledge that is presented to them.

Mrs. GREEN of Oregon. I would hope next year the gentleman from Minnesota and our colleagues on the other side of the aisle would agree to a further extension of the institute program to include history and geography which seem to be of paramount importance. But, Mr. Chairman, speaking only for myself I would be glad to accept the amendment offered by the gentleman from Minnesota.

Mr. QUIE. I appreciate the indication of the gentlewoman from Oregon that she is going to pursue this further next year. I hope I can join with her in this effort because we must give this matter further study and look into the Federal Government's involvement in education and its providing of balance and doing it in such a way that the diversity and difference of the different communities may be maintained. I look forward to joining with the gentlewoman from Oregon and thank her for accepting the amendment.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. I will say, briefly, the gentleman agrees that when we use the term "disadvantaged youth" we mean to refer to the fact that the teacher would go to a summer institute to learn educational methods to be applied in school to help the disadvantaged youngsters.

Mr. QUIE. Yes. This they would do. I can visualize an area where they might go further.

The gentleman will recall the statement of a witness that when a teacher went out to the home and visited with the parents of the child in the home. Here, in their own circumstances, the teacher reached them. This she could not do by inviting them to the school in an altogether different atmosphere.

I would say that some of the things are correlated to the work in the school. That has a purpose, but there also may be the learning of how to teach them. This would permit them to go out of the school and to reach them in the home; that is all.

Mr. GOODELL. I agree; but the primary emphasis is to teach them education.

Mr. QUIE. Yes; education methods. They must learn how to reach these children, so that they can improve and develop along with their classmates in school.

Mr. GOODELL. I favor the amendment. I appreciate the gentleman's yielding to me.

Mr. GRIFFIN. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Michigan.

Mr. GRIFFIN. To expand a little bit more on the colloquy between the gentleman from Minnesota and the gentleman from New York, and for the purpose of making legislative history about what

is meant so far as the institutes for teachers of disadvantaged youth are concerned, we certainly do not mean that merely because there are one or two disadvantaged youths in a classroom—which might be the case in nearly every teacher's classroom—that every teacher in America would therefore be eligible to go to an institute for additional training in all the subject matters which the teacher might teach.

The CHAIRMAN. The time of the gentleman from Minnesota has expired.

(By unanimous consent (on request of Mr. GRIFFIN) Mr. QUIE was given permission to proceed for an additional 3 minutes.)

Mr. GRIFFIN. Would the gentleman agree with me that that is not the purpose, and that we are talking now about teachers in slum areas, for example, and assuming that they have been adequately trained as to how to teach history and English and the various subject matters, and we have in mind giving them additional training and assistance as to how to deal with disadvantaged youth who have different problems from those of normal youth, beyond the subject matter and techniques.

Mr. QUIE. I believe the gentleman has explained well our intention with respect to disadvantaged youth.

Mr. GRIFFIN. I believe it is good to have this legislative history made clear, because an ambitious bureaucrat might expand it a great deal.

Mr. QUIE. Yes. We should expect them to do this in the areas of greatest need, and not for just anybody who might have a disadvantaged youth in a class.

Mr. KUNKEL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Pennsylvania.

Mr. KUNKEL. Basically the amendment would cut out the institutes so far as history, geography, English, and modern languages are concerned?

Mr. QUIE. Not modern language.

Mr. KUNKEL. Just history, geography, and English.

Mr. QUIE. Putting in reading, in place of English.

Mr. KUNKEL. What worries me about that is that I get a great many complaints from school children and from others about the lack of good training in English. Last year, when I received the results of examinations taken by the boys for entrance to the Academy at West Point, I was astounded by the number who failed in English. On one set of results there were four who failed in English, though excellent in mathematics.

Mr. QUIE. If the gentleman will check, I believe he will find that the inability to read might cause them to do poorly. If we improve their reading, they will do much better not only in English but also in history and other subjects.

Mr. KUNKEL. I know how important reading is, particularly in the early ages. If it is necessary to follow through with English later on, they must have an ability to read.

I seriously question the dropping of history and English.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from New York.

Mr. GOODELL. I am somewhat concerned about this. I believe it can be explained in the legislative history.

A teacher who is trying to qualify for an institute may qualify under the language of the amendment, as I understand it, for future service in elementary or secondary schools which enroll substantial numbers of what we call disadvantaged youngsters—educationally, culturally, economically deprived youngsters.

All right. Will the gentleman agree with me that there must be some kind of an indication of a substantial nature that a teacher who is enrolled in one of these institutes on the basis of future service will serve in an area of slums or of need?

The CHAIRMAN. The time of the gentleman from Minnesota [Mr. QUIE] has expired.

Mr. GOODELL. Mr. Chairman, I move to strike out the last word.

Mr. Chairman, I yield to the gentleman from Minnesota [Mr. QUIE].

Mr. QUIE. Yes. In answer to the gentleman's question, the gentleman is correct. As I would see it, a person who would plan to teach in an area where there are substantial numbers of disadvantaged youth who are extremely well qualified teachers but do not have the additional capabilities of reaching those youth would contract to spend a summer in an institute program so that they might qualify to teach those children.

Mr. GOODELL. At that point, if I may intercede, in many instances it may be a teacher who is now teaching in a school where substantial numbers of pupils are not culturally and socially and economically deprived and they may indicate they are going to move to an urban or rural area or somewhere where substantial numbers of children are classified as deprived in this sense. This will qualify them, which is why we use the term "future service" I think. We certainly do not mean that it should be interpreted in a broad sense as some kind of remote plan eventually to try to help youngsters who are disadvantaged.

Mr. QUIE. No. The gentleman explained it correctly.

Mr. GOODELL. There should be some specific plans they have at that time.

Mr. QUIE. Yes.

Mr. HALL. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Missouri.

Mr. HALL. Mr. Chairman, I thank the gentleman for yielding. I would simply like a point of information. I think I am fairly well schooled in the art of communication and modern day semantics, but I do not understand either the committee's or this institute's definition of the use of the word "disadvantaged." I wonder, for the good of the committee—and I have read the report

and some of the hearings—if it could be explained as used in modern context. In that context communicate with us so we will know what this frequent repetition in the gentleman's amendment and as it appears throughout the bill means when it uses the term "disadvantaged youth."

Mr. QUIE. Well, as we had the language and explain what it is, we say culturally, economically, socially, and educationally handicapped youth. So all this means is that you take, for instance, children in the elementary schools who grew up in a slum area and had never seen a book before they reached first grade and had no parental influence on them after eighth grade, which occurs in some areas, and mostly after age 6. This makes them so disadvantaged that it is impossible for them without special training and special help to move along in the curriculum with fellow students either in that school or in other schools in the system. That is what we mean by that. What has happened to them is that they are handicapped virtually the same as physically or mentally handicapped or mentally retarded children. The results are the same and the need for special teachers is as great as the need for special teachers in the field of the mentally handicapped or the mentally retarded or the blind or the deaf.

Mr. HALL. I thank the gentleman. I would say his flow of words in trying to communicate this to me is of the best. I gather from your explanation it is cultural, it is a time factor, and it depends on what area it is in, and it does not apply necessarily either to frame or brain but may apply to social circumstances or any condition into which he might be born where his peers or fellow men consider him unequal by virtue either of training or defect or not growing up under the same social circumstances that they have. Would that be an adequate interpretation of "disadvantaged youth"?

Mr. QUIE. I would not agree his peers judge him to be this. I think it is very obvious that he is not moving along and if you look at his grade level in school, you see that he is left out. As I mentioned earlier, the Governor of Indiana stated the young men between 16 and 21, when they moved into a type of conservation camp job corps in Indiana were illiterate. These people had gone through the 8th to 10th grade in school. This means that they had perhaps the mental capacity at birth but because of their social or cultural background were not able to advance.

Mr. GOODELL. Mr. Chairman, will the gentleman from Minnesota agree that the term "disadvantaged" is becoming a word of art in the field of sociology and certainly we do not intend that it should have quite the breadth and the scope indicated by the gentleman from Missouri [Mr. HALL]. There is a much narrower definition than this. In addition the language requires that there be substantial numbers of them in the class that the teacher intends to be teaching. Every class will have a few presumably in

most areas, one or two or three, perhaps, of this kind. So that this would have to be limited to teachers in areas where a substantial number fall into this classification.

Mr. QUIE. The gentleman is correct. The CHAIRMAN. The question is on the amendment offered by the gentleman from Minnesota [Mr. QUIE].

The amendment was agreed to.

AMENDMENT OFFERED BY MRS. GREEN OF OREGON

Mrs. GREEN of Oregon. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mrs. GREEN of Oregon: On page 21, line 16, strike out the word "titles" and insert in lieu thereof "title". And on page 22, beginning on line 23, strike out everything down through line 2 on page 25.

Mrs. GREEN of Oregon. Mr. Chairman, I shall not take 5 minutes. This amendment has been explained in the debate previously. The purpose of the amendment is to strike out title XII which provides for the establishment of a combination residential facility and school for the congressional pages. In lieu of this provision I have introduced a resolution which will call for the appointment of a special committee to study all of the problems connected with the congressional pages.

With that explanation, Mr. Chairman, I should hope that this amendment will be adopted.

Mr. ROOSEVELT. Mr. Chairman, will the gentlelady yield?

Mrs. GREEN of Oregon. I yield to the gentleman from California.

Mr. ROOSEVELT. Mr. Chairman, I should say that I think the gentlelady did a tremendous service in drawing the attention of the Members to the problem of the Capitol Page School and I should hope, and I repeat as I said before, that the measure which she has now introduced will be acted upon by the Committee on Rules and that we may get action, not in this session, but that the committee may use the rest of the year to make this study and that we may act early in the next session to correct what I think is a very unfortunate and very dangerous situation.

Mrs. GREEN of Oregon. I thank the gentleman.

Mr. QUIE. Mr. Chairman, will the gentlelady yield?

Mrs. GREEN of Oregon. I yield to the gentleman.

Mr. QUIE. Mr. Chairman, I accept the gentlelady's amendment. I know of her concern for the Capitol pages and how difficult it is with that concern, to drop this title. Also, I want to commend her for pursuing this further, because I think the Members now realize more than ever before, the need for some change to be made. With that recommendation, I want to say that I accept the amendment.

Mr. GRIFFIN. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman.

Mr. GRIFFIN. Mr. Chairman, I regret very much that this amendment is

being offered to strike this part of the bill. I know that in that respect I differ with some of those on my side. Although on our side we do not have too many pages to worry about at the present time, we look forward to the day when we will have the opportunity to appoint some, and whether that be the case or not, as a member of the gentlelady's subcommittee I, along with her, have gone into this subject. We have gone over to the page school and spent considerable time over there observing the situation and the conditions under which these boys live. They are deplorable and everybody knows it.

Mr. Chairman, this is a sad situation that we did not move and build a school and provide facilities, and I wish we were doing it in this legislation. However, I also recognize the problems with which we are faced.

Mr. Chairman, it is my sincere hope that the subcommittee will get right to work and do something effective in a short time.

Mr. CHAMBERLAIN. Mr. Chairman, will the gentlewoman yield?

Mrs. GREEN of Oregon. I yield to the gentleman from Michigan.

Mr. CHAMBERLAIN. Mr. Chairman, I would like to have the amendment explained again as to just why it is necessary that this be deleted from the bill at this time.

Before the gentlewoman answers that request, I would like to commend her for the leadership that she has provided throughout the past few years here in this area.

Mr. Chairman, I am one who shares the concern that the gentlewoman has expressed time and again for pages and have joined in sponsoring legislation which I believe has been referred to the Committee on House Administration.

Mrs. GREEN of Oregon. Yes, I would be very glad to reply to the question. I believe one of the primary reasons for the deletion of this title is the controversy on whether or not the ages of the pages should be raised. If we were to change the age limit and require high school graduation—and I am not suggesting that this be the decision, but this is being debated—or if the minimum age is raised to 18 years, then there would be a serious question as to whether or not we should go ahead with the construction of a residence school, because the pages might be able to make arrangements for their own college work at one of the very excellent universities already located in the District of Columbia.

Mr. CHAMBERLAIN. I thank the gentlewoman. That leads to another question. As a practical matter and as we all look forward to adjournment here, and the calendar, does the gentlewoman feel there is any possibility of any action being taken on the resolution at this session of Congress?

Mrs. GREEN of Oregon. It would be my judgment that a study could be made during the time that Congress is in recess, if the resolution is approved, so that we can return with a recommendation for action in early January.

Mr. CHAMBERLAIN. Mr. Chairman, if the gentlewoman will yield further, for all practical purposes are we not putting this off for at least a year or 2 years, the question facing up to this critical problem? Is not that the essence of what we are doing, deferring facing up to this problem for another 2 years?

Mrs. GREEN of Oregon. If that were the case, I would not really propose the deletion of the proposed title XII. I do not think it means the postponement of the problem for 2 years.

Mr. CHAMBERLAIN. I thank the gentlewoman.

The CHAIRMAN. The time of the gentlewoman from Oregon has expired.

Mr. COLLIER. Mr. Chairman, I move to strike out the last word.

(Mr. COLLIER asked and was given permission to revise and extend his remarks.)

Mr. COLLIER. Mr. Chairman, I certainly shall not take the 5 minutes, but if I might direct a question to the gentlewoman from Oregon. I commend her also for her interest in this area where I, too, have been concerned with the facilities situation as far as our page boys are concerned.

I just wonder if any thought was given at the time they were planning the spacious and elaborate new House Office Building to providing any space in that building for the page school and associated facilities?

Mrs. GREEN of Oregon. Mr. Chairman, if the gentleman will yield, I am sure the gentleman poses this as a rhetorical question.

Mr. COLLIER. I certainly do.

Mr. AYRES. Mr. Chairman, will the gentleman yield?

Mr. COLLIER. I yield to the gentleman from Ohio.

Mr. AYRES. Mr. Chairman, I would like to commend the gentlewoman on her position. It is my opinion that the study proposal is most appropriate. I only wish she could have supported me as I shall support her when I had that same proposal, or something similar, pending in connection with the so-called antipoverty bill.

But, Mr. Chairman, I do feel that we need to look into not only the housing and the schooling of our page boys, but the manner in which our pages are selected and the length of time that they serve.

Mr. Chairman, I do not believe it is fair to use them as patronage pawns, so to speak.

I assume that after the gentlewoman has gotten the report of the commission's investigation the proper legislation will be introduced which, of course, as I understand it will be directed to the Committee on House Administration and not to the Committee on Education and Labor; is that correct?

Mrs. GREEN of Oregon. That is not a decision over which I have any control.

Mr. Chairman, will the gentleman yield?

Mr. COLLIER. I shall be happy to yield to the gentlewoman from Oregon.

Mrs. GREEN of Oregon. Mr. Chairman, I ask unanimous consent that all

debate on this amendment close in 3 minutes.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Oregon?

Mr. CHAMBERLAIN. Mr. Chairman, I object.

Mrs. GREEN of Oregon. Mr. Chairman, I ask unanimous consent that all debate on this amendment close in 5 minutes.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

The CHAIRMAN. The Chair recognizes the gentleman from Michigan [Mr. CHAMBERLAIN].

Mr. CHAMBERLAIN. Mr. Chairman, I have long felt that the way we are treating our pages is a national disgrace. If the American people knew the facts they would rise up in righteous indignation. We have had this problem for years, but nothing has been done. Vote down this amendment, and then we are on the road to taking care of our page boys.

The CHAIRMAN. The chair recognizes the gentleman from Florida [Mr. BENNETT].

Mr. BENNETT of Florida. Mr. Chairman, like every other Member of Congress I have long been interested in this matter. The first bill I introduced in reference to this was, I believe, in 1950; and I have been introducing such bills in each successive Congress. We have had many hearings, but the Congress has not yet done what it should.

It has, by not acting, taken the position this is not of our concern; that this is not our responsibility. But our responsibility is there, and we should measure up to it.

I hope that we can make progress under the bill we have before us. I would like to see this provision left in the bill. But if the provision is stricken, I hope this proposed study group will act promptly. Time is running out for our doing something in this field.

The CHAIRMAN. The Chair recognizes the gentleman from Ohio [Mr. AYRES].

Mr. AYRES. Mr. Chairman, I feel that this problem is one that the Congress should consider. On the other hand, most of these boys leave their homes with the full consent of their parents. The parents know the conditions under which they are going to live here. Some of them do live with friends or relatives.

In my opinion, Mr. Chairman, a survey is in order.

I intend to support the gentlewoman from Oregon [Mrs. GREEN].

The CHAIRMAN. The question is on the amendment offered by the gentlewoman from Oregon.

The amendment was agreed to.

AMENDMENT OFFERED BY MRS. GREEN OF OREGON

Mrs. GREEN of Oregon. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mrs. GREEN of Oregon: Page 25, strike out line 4 and the remainder of the page and insert in lieu thereof the following:

"SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

"(1) by striking out

" 'PART A—STATE PROGRAMS';

"(2) by striking out

" 'PART B—COUNSELING AND GUIDANCE TRAINING INSTITUTES

" 'SEC. 511. Authorization.';

"(3) by striking out

" 'PART A—CENTERS AND RESEARCH AND STUDIES';

"(4) by striking out

" 'PART B—LANGUAGE INSTITUTES

" 'SEC. 611. Authorization.';

"(5) by inserting at the end thereof the following:

" 'TITLE XI—INSTITUTES

" 'SEC. 1101. Authorization of institutes.

" 'SEC. 1102. Stipends.'"

The CHAIRMAN. The question is on the amendment offered by the gentlewoman from Oregon [Mrs. GREEN].

The amendment was agreed to.

AMENDMENT OFFERED BY MR. DENT

Mr. DENT. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. DENT: Page 25 at the end of the bill, insert the following:

"TITLE XI—FEDERALLY AFFECTED AREAS
EXTENSION OF PUBLIC LAW 815

"SEC. 1101. That (a) the first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out '1965' and inserting in lieu thereof '1966'.

"(b) Subsection (b) of section 14 of such Act is amended by striking out '1965' each time it appears therein and inserting in lieu thereof '1966'.

"(c) Paragraph (15) of section 15 of such Act is amended by striking out '1962-1963' and inserting in lieu thereof '1963-1964'.

"AMENDMENTS TO PUBLIC LAW 874

"SEC. 1102. Section 2(a), 3(b), and 4(b) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out '1965' each place where it appears and inserting in lieu thereof '1966'.

"COMPREHENSIVE STUDY

"SEC. 1103. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

(Mr. DENT asked and was given permission to revise and extend his remarks.)

Mrs. GREEN of Oregon. Mr. Chairman, I ask unanimous consent that all debate on this amendment close in 10 minutes.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

Mr. DENT. Mr. Chairman, you all know, I believe, what this amendment intends to do. Every year or every 2 years we have been faced with the necessity of coming up with an answer to the impacted area legislation. Your subcommittee, of which I happen to be privileged to be the head at this time, has been making a study of this very serious problem. We are not yet able to come to this House with an answer that we

feel might meet the many objections that have been voiced over the past few years on the operation of the impacted area legislation. Therefore I come to you today and ask you to support a simple 1-year extension carrying with this extension at this time a proposal for a statistical study on the part of the Department of Health, Education, and Welfare, in order that that report may be made by June 1965, to give the committee some figures as statistics upon which we may rely.

This legislation needs a major overhaul. I doubt if any person in this House who has gone into the ramifications of the legislation since its first enactment 14 years ago has failed to realize that there are many avenues that have opened up in the past years never intended by the enacting Congress in 1950.

As an illustration, let me give you one example, and I do not think we will need any more. The city of Los Angeles covers 800 square miles. It has a school population of approximately 20 percent of the entire school population of the State of California. The State of California receives \$45 million on an average a year under this act, yet the school district of the city of Los Angeles, the second largest in the Nation, receives absolutely not 1 cent, simply because the impact in the city of Los Angeles is the impact of real property, because the people working in the federally impacted property move out in suburbia.

Suburbia therefore benefits through category B. The city of Los Angeles which must provide educational facilities for its people, its pupils, and its students finds itself with Federal property that is tax exempt but they are unable to collect.

On the last study that was made by the city, they had an impact of 5.6 percent. They came within four-tenths of 1 percent of being eligible for approximately \$3½ million.

Somewhere along the line we must wipe out this inequity and that is what we are trying to do.

Mr. QUIE. Mr. Chairman, will the gentleman yield?

Mr. DENT. I yield to the gentleman.

Mr. QUIE. Mr. Chairman, both sides agree on and accept this amendment and we thank the gentleman for presenting it today.

Mr. ROOSEVELT. Mr. Chairman, will the gentleman yield?

Mr. DENT. I yield to the gentleman.

Mr. ROOSEVELT. I thank the gentleman for his presentation on this very important matter. The facts of this problem are exactly as the gentleman has stated them.

The CHAIRMAN. The Chair recognizes the gentleman from New York [Mr. GOODELL].

Mr. HORTON. Mr. Chairman, will the gentleman yield?

Mr. GOODELL. I yield to the gentleman.

Mr. HORTON. Mr. Chairman, I rise in support of the bill.

[Mr. HORTON addressed the Committee. His remarks will appear hereafter in the Appendix.]

Mr. GOODELL. Mr. Chairman, the present impacted area program is reaching many areas that it should reach. It is an important program in certain of its aspects. In many ways, however, it has grown to a size that is becoming a dangerous thing. I think this desperately needs reevaluation and reassessment. I will vote for the amendment because we have an agreement here which I think is necessary to get good bipartisan legislation. But I hope a reassessment will lead to the elimination or phasing down of certain aspects of this impacted area program.

The CHAIRMAN. The Chair recognizes the gentleman from Kentucky [Mr. PERKINS].

Mr. PERKINS. Mr. Chairman, I certainly rise in support of the Dent amendment. I personally favored the provision in the Senate bill which provided for an extension of the impacted area law for 2 years. The reason I favored that provision was because I felt we would be able to have sufficient time to thoroughly consider a revision of the law while at the same time affording educational people throughout the Nation and the education districts that are affected by this legislation, time to plan their programs further ahead.

The CHAIRMAN. The time of the gentleman from Kentucky has expired.

(By unanimous consent, at the request of Mr. GRAY, the time allotted to him was granted to Mr. PERKINS.)

Mr. PERKINS. We all recall a few years ago that the category "A" students under the impacted area legislation were made permanent. That is where they live on Government property. But there are many inequities in category B where the parents own their own home that are taxable homes and where the parents usually work on Government property. Revisions certainly should be made to take care of the many complex situations. But by and large, this legislation has been vital to educational institutions throughout the country. As soon as possible—next year or the year following—I am hopeful we will be able to pass legislation recognizing the great school needs in the many districts not now qualifying under Public Laws 815 and 874.

(Mr. PERKINS asked and was given permission to revise and extend his remarks.)

(Mr. GRAY asked and was given permission to revise and extend his remarks.)

Mr. GRAY. Mr. Chairman, I rise in support of H.R. 11904, to extend the National Defense Education Act and to support the amendment offered by my friend and colleague, the distinguished gentleman from Pennsylvania [Mr. DENT]. This amendment will extend Public Laws 815 and 874, the so-called impacted areas legislation.

Mr. Chairman, we have a number of communities in southern Illinois that are receiving aid under this program. Frankly, it has been the difference between running an efficient school system and not having enough to support good education in southern Illinois. This has been particularly true in Williamson

County near the Crab Orchard Wildlife Refuge where the Government has taken large amounts of land for Government use, thereby eliminating the land from the tax base. This also applies to areas in the Shawnee National Forest in southern Illinois.

By extending this program to June 30, 1966, we will have an opportunity to study this program in detail and wherever possible improve the program.

I want to congratulate the gentleman from Pennsylvania [Mr. DENT] and the gentlelady from Oregon [Mrs. GREEN] and the others on the House Committee on Education and Labor for their diligent work in behalf of these important educational proposals. This country can be justly proud of the record these people and this Congress have made in the fields of education.

Today's action will be another milestone in the history of progress education is making. I urge all of my colleagues to support the Dent amendment and vote for the pending bill.

Thank you.

The CHAIRMAN. The Chair recognizes the gentleman from California [Mr. MILLER].

(Mr. MILLER of California asked and was given permission to revise and extend his remarks.)

Mr. MILLER of California. Mr. Chairman, I think the impacted areas school bill has proven that we can help the local school districts and help in the field of education and do it substantially without interfering with the local operation of their schools. I am concerned over the fact that we have sometimes placed the local school districts at a disadvantage, because we lagged in extending the law. They could not make up their budgets until they knew the status of the extension of the law.

Under this setup which is in effect, with a 2-year extension, we would have time to make the study. I am sure that this legislation will be continued, because it is necessary and has worked well. It has relieved local taxpayers of a burden which the Government unwillingly places on them.

The CHAIRMAN. The Chair recognizes the gentleman from Louisiana [Mr. WAGGONER].

Mr. WAGGONER. Mr. Chairman, I take this time to ask a question of the gentleman from Pennsylvania [Mr. DENT] as to whether my understanding of his amendment is correct.

Do I correctly understand the amendment has the intent that Public Laws 815 and 875 will continue as they are presently written and administered through June 30, 1966?

Mr. DENT. That is exactly correct.

Mr. WAGGONER. I thank the gentleman.

The CHAIRMAN. The Chair recognizes the gentleman from Illinois [Mr. PUCINSKI].

Mr. PUCINSKI. Mr. Chairman, I rise in support of the amendment, merely because we have no other reasonable choice under our present parliamentary procedure. Either we must vote for this amendment and extend the law for 1 year and hope we can rewrite it next

year, or not vote for it, and see it extended for 2 years in its present form.

It is my sincere hope that the inequities in this law will be corrected. It is ironic that those who benefit the most from this particular law—with an expenditure of almost \$300 million a year in Federal aid to education, including teachers' salaries, the maintenance of schools, books, and everything else—are usually those who scream the loudest against any kind of Federal aid for the remainder of the country and its needy schools.

I hope that the study will show that we must correct the inequities so that all the needy districts of the country can share the benefits of this legislation.

I also hope we can rewrite this bill next year so the aid will go to the individual child in the form of a certificate redeemable for tuition either in public or private schools. It would appear that a soldier who is moved into a certain area with his family should be permitted to send his children to a private school without having to pay their tuition from his own personal resources. It is my hope that next year we can write this principle into this impacted areas law.

The CHAIRMAN. The Chair recognizes the gentleman from California [Mr. ROOSEVELT].

Mr. ROOSEVELT. Mr. Chairman, I merely wish to say to those who have expressed themselves that they would like to see a 2-year extension that, of course, I would agree with them except that, if we take a 2-year extension, it would mean we could not correct the inequities until 1966 or be in operation with the changes until 1967 or 1968. On the other hand, if we allow a 1-year extension, these could be corrected next year.

I feel then that most of us will support a 2- or 3-year extension, which I believe will be justified as a proper course.

Mr. BOLAND. Mr. Chairman, will the gentleman yield?

Mr. ROOSEVELT. I yield to the gentleman from Massachusetts.

(Mr. BOLAND asked and was given permission to revise and extend his remarks.)

Mr. BOLAND. Mr. Chairman, I rise in favor of H.R. 11904, to amend and extend the National Defense Education Act of 1958, and I favor the amendment offered by the gentleman from Pennsylvania [Mr. DENT] to extend Public Law 874 and Public Law 815, the so-called federally impacted school district laws, for 1 year.

The purpose of H.R. 11904 is to extend the National Defense Education Act for 2 additional years and to expand and revise certain programs so as to insure that the purposes of the act are met. Achievements under the National Defense Education Act of 1958 have been impressive, as the committee report indicates. There is ample evidence to prove that the various programs have made a substantial contribution in improving the quality of education in this country. However, your committee points out that growing school enrollments, rising college costs, a continual manpower shortage in crucial fields and increasing demands

for quality instruction warrant an extension and modification of the program.

In addition to the 2-year extension, the principal provisions of this bill are designed to assure that no student of ability is denied an opportunity for higher education because of financial need by providing for an increase in the funds for the student loan program and by expanding its provisions to more adequately meet the needs of all deserving students regardless of their course of study; to lessen the administrative burden on our universities by providing for the coordination of student loan programs; to assist in the training of teachers, social workers, and key personnel working on antipoverty programs by an expansion of the loan forgiveness feature; to assist local school districts in providing quality instruction by broadening the scope of the title III program of grants for the acquisition of equipment; to increase the number of college teachers by providing a greater number of graduate fellowships; to provide counseling, guidance, and testing services to greater numbers by an extension of the title V program to elementary schools and to junior colleges and technical institutes; to strengthen the program of Federal support of language development by authorizing a more satisfactory level of appropriations; and to provide increased training opportunities for certain school personnel by authorizing a program of grants for training institutes for certain teachers, library personnel, and guidance and counseling personnel.

Mr. Chairman, in my testimony before Chairman Dent and members of his Select Subcommittee on Education, I said I favored a 2-year extension of Public Law 874 and Public Law 815. These laws authorize financial assistance to local educational agencies in federally affected areas for current operating expenses of schools and for construction of school facilities, respectively. Both laws are due to expire on June 30, 1965. I firmly believe that it is of the utmost importance that Congress extend these laws before we adjourn.

The reason for an extension in this session of Congress is that our local school districts throughout the United States need this lead time so that they can plan and submit their annual budgets, based upon some assurance that Federal funds will be forthcoming. This is very important and it is vital to the school superintendents in my Second Congressional District, and throughout the Commonwealth of Massachusetts.

The great and important Westover Air Force Base, which is the 8th Air Force Strategic Air Command Headquarters, is located within the city of Chicopee in my district. Dependent children of Westover personnel attend onbase and offbase schools in several of the nearby communities. The city of Chicopee depends upon Public Law 874 funds for operation and maintenance of its schools, and Public Law 815 funds for construction. The surrounding towns of South Hadley, Granby, Ludlow, Wilbraham, and West Springfield also benefit from these public laws. My home city

of Springfield must plan its annual school budget based upon Public Law 874 funds because of the impact caused by the Springfield armory.

Mr. Chairman, I therefore urge the passage of the National Defense Education Act amendments and the Dent amendment extending until June 30, 1966, provisions of Public Law 874 and Public Law 815.

The CHAIRMAN. The Chair recognizes the gentleman from Florida [Mr. GIBBONS].

Mr. GIBBONS. Mr. Chairman, I yield to the gentleman from Maryland [Mr. SICKLES].

(Mr. SICKLES asked and was given permission to revise and extend his remarks.)

Mr. SICKLES. Mr. Chairman, I thank the gentleman for yielding. I rise in support of the Dent amendment. While I realize that it is only a 1-year extension of the aid to impacted areas program, I feel it is extremely important that we ask this extension now rather than have a reoccurrence of the chaotic situation which occurred last year when we did not extend this aid until long after the school fiscal year had started. My own preference would be to see us enact a permanent program which would preclude the necessity of these periodic extensions but I am aware that this is not possible at this moment.

I commend the efforts of the gentleman from Pennsylvania [Mr. DENT] and his subcommittee which is currently investigating this entire subject matter. I would hope that the ultimate recommendations would include the District of Columbia in this program as well as extending the program to aid to the large urban centers such as Baltimore city. The financial plight of this great metropolis could be materially aided by an appropriate revision of this law.

The State of Maryland is one of the real beneficiaries of the current legislation having received in excess of \$18 million during fiscal 1963. I urge all Members to support this amendment and I yield back the balance of my time.

The CHAIRMAN. The Chair recognizes the gentleman from Minnesota [Mr. QUIE].

Mr. CHENOWETH. Mr. Chairman, will the gentleman yield?

Mr. QUIE. I yield to the gentleman from Colorado.

(Mr. CHENOWETH asked and was given permission to revise and extend his remarks.)

Mr. CHENOWETH. Mr. Chairman, I rise in support of the pending amendment to extend Public Laws 815 and 874 for 1 year, or to June 30, 1966. Personally, I would prefer a 2-year extension as voted in the other body. I am voting for the 1-year extension in order to get the proposal to conference. I am very anxious to see this law extended at this session.

Mr. Chairman, I have always supported this impacted area program, and I consider it one of the most beneficial school programs Congress has authorized. It is obvious that the Federal Government has a responsibility to assist

those school districts where there is an additional enrollment due to defense activities. These laws have been most helpful to the school districts in Colorado. There are some 25 of these school districts in my congressional district which have received assistance under this program.

I am aware of the criticism of this program in recent years, and I am happy to see the study authorized in this amendment. There has been a growing demand for a study and appraisal of this program, and I feel such a study would be helpful. In my opinion it would be preferable to extend these laws for 2 years at this time, and allow further time for this study to be completed. An extension of 2 years would also be very helpful to the school districts who must prepare their budgets a year in advance. It is not fair to keep them in suspense each year waiting for Congress to extend these laws. I hope before this bill is finally passed it will contain an extension for 2 years.

Mr. QUIE. Mr. Chairman, the impact aid law must be extended. I believe 1 year will be sufficient. By extending it 1 year, we will have a year and 9 months to complete the study.

We have been studying this for a long time. All we have to do is to accumulate the facts already studied.

This is one program which has gone astray. There is no sense in providing the kind of aid which goes to Montgomery County, the county which has the highest per capita income of any county in the United States. My children are educated there. I am talking about an area of importance to me, and it probably will mean more in taxes to me. But there is no reason whatsoever for that to continue. That correction must be made because this program cannot continue to go completely astray.

The CHAIRMAN. The Chair recognizes the gentlewoman from Oregon [Mrs. GREEN] to close debate on this amendment.

Mrs. GREEN of Oregon. Mr. Chairman, I take only a moment to congratulate the gentleman from Pennsylvania [Mr. DENT] for his very thorough study and superb leadership in this area and to urge the adoption of the amendment.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Pennsylvania [Mr. DENT].

The amendment was agreed to.

Mrs. GREEN of Oregon. Mr. Chairman, it is my understanding that there are three amendments at the desk. I ask unanimous consent that all debate on these and on all amendments close at 10 minutes past 4.

The CHAIRMAN. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

AMENDMENT OFFERED BY MR. SMITH OF IOWA

Mr. SMITH of Iowa. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. SMITH of Iowa: On page 8 between lines 7 and 8 add a new subsection as follows:

"(D) In lieu of other provisions in this Act relative to the rate of repayment of such a

loan, the recipient shall be given an alternative of entering into a written agreement providing that each year beginning with the second taxable year that a scholar who received a loan under this Act is no longer a full-time student of an accredited institution of higher education, the recipient shall pay to the Commissioner a sum equal to 5 per centum of his personal net taxable income, as defined or determined by section 63 of the 1954 Internal Revenue Code, as amended, from sources other than pay for military service. Said sums to be paid each year until the total of the sums received by the student with interest is repaid. The Commissioner shall issue such regulations as are reasonably necessary to assure receipt of necessary documents and information to secure such payments and such required documents and assurances shall be secured prior to payment of an individual loan."

Mr. SMITH of Iowa. Mr. Chairman, this amendment permits a student who had graduated to repay the loan at the rate of 5 percent of his net taxable income per year instead of on a rigid schedule. When students sign up to get a loan, they agree to pay in equal installments over a period of 10 years. Under this amendment, the amount of the payment would depend upon their income. We have heard a lot of arguments here on the floor as to who is going to be included under the forgiveness clause. We have demands for scholarships at the undergraduate level because some graduates in poorly paid professions find it difficult to repay 10 percent of the loan each year. As long as we do not have a flexible method for repayment, demands for scholarships to certain categories and for partial forgiveness to some will continue. By having a flexible method of repayment, if someone accepts a job as a juvenile worker or some other needed but low-paying job, they pay back at a slower rate. If they go into a highly paid job, they can afford to pay back at a faster rate. Over the average it may be 10 years in which they will pay it back, but some need a longer period and some do not need so long. It would not in any way involve additional paperwork, for the borrower merely files a certification under the penalty of perjury stating what his income amounted to, and pays 5 percent of that amount; on an average, a college graduate earns 17 percent more than he would have had he not gone to college so he can pay the 5 percent on the loan and still be much ahead.

I point this out, too: We need teachers in this country. Everybody agrees to that. In many areas, we have to depend on married women for 70 percent of our teachers. They hesitate to restrict their married life in advance by signing up for a fixed payment per year. They would be over 30 years old before a fixed repayment is not due each year. They do not know if they will be married, what obligations their husband and family may have, and if they will be out of work due to having a child. Under this, in the year when they have a child they do not have to pay anything. Then, when they go back to work, then can pay back at the rate of 5 percent of their net taxable income. I think there is a great need for this in this bill.

Although I have pushed it for 3 years, there has not been a previous opportu-

nity to offer it on the floor. It is a new approach and may not pass today but I do hope all will seriously consider it now and in future years. I am confident we must someday adopt some similar provision.

Mr. ROOSEVELT. Mr. Chairman, I rise in opposition to the amendment.

I know the gentleman's intentions are, of course, completely proper, but on the other hand his amendment could do certain things which it seems to me would be very unfortunate. In the first place, it is really a dropout amendment, because what he would be doing is encouraging somebody who was going to be a teacher and who had incurred this debt, to go and get a higher paying type of job in some other occupation. In order to get rid of the debt under this amendment he would almost be forced to drop out of the whole teaching profession, which is the exact opposite of what we are trying to do here in this bill.

On top of that, it would be necessary to open up the income tax return of all of these people to ascertain what was 5 percent of their personal net taxable income. This would involve a tremendously complicated procedure and so I reluctantly therefore have to oppose the amendment.

Mr. GOODELL. Mr. Chairman, will the gentleman yield?

Mr. ROOSEVELT. I yield.

Mr. GOODELL. Mr. Chairman, I join the gentleman in opposing the amendment. I think this would be administratively unworkable. The arguments the gentleman has made are very persuasive. I hope the amendment will be defeated.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Iowa [Mr. SMITH].

The amendment was rejected.

The CHAIRMAN. The Chair recognizes the gentleman from Michigan [Mr. CEDERBERG].

AMENDMENT OFFERED BY MR. CEDERBERG

Mr. CEDERBERG. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. CEDERBERG: On page 2, line 5 after "amended" insert "by striking out 'private' and by striking out '(3)', and".

(Mr. CEDERBERG asked and was given permission to revise and extend his remarks.)

Mr. CEDERBERG. Mr. Chairman, knowing of the concern for limiting time, I want to say that I have always supported the National Defense Education Act since its inception. I have discussed this matter with the gentlelady from Oregon [Mrs. GREEN] and the gentleman from Minnesota [Mr. QUIE]. They have agreed to accept the amendment. So while I have it won, I shall quit right now. This amendment will assist a new category of needy students acquire loans under the act.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Michigan [Mr. CEDERBERG].

The amendment was agreed to.

The CHAIRMAN. The Chair recognizes the gentleman from Louisiana [Mr. WAGGONER].

AMENDMENT OFFERED BY MR. WAGGONNER

Mr. WAGGONNER. Mr. Chairman, I offer an amendment.

The Clerk read as follows:

Amendment offered by Mr. WAGGONNER: Page 6, line 19, after the word "public", strike out the words "or other nonprofit".

Mr. WAGGONNER. Mr. Chairman, title II, section 205, having to do with the terms of loans deals with forgiveness under certain conditions and says that forgiveness may be allowed in certain cases. In part it says:

Not to exceed 50 per centum of any such loan (plus interest) shall be cancelled for service as a full-time (A) teacher in a public or other nonprofit elementary or secondary school.

The language of my amendment strikes out "or other nonprofit", those three words.

The Supreme Court, in the Everson decision in 1947 expressed the philosophy that it would be unconstitutional for the Federal Government to use tax dollars in any amount to aid any or all religions or any or all religious activities in any way.

The gentlewoman from Oregon has stated during general debate on this legislation that it would be possible to forgive 50 percent of the loan provided to a teacher who might be a parochial schoolteacher under the provisions of this language. I am seriously in doubt as to whether this is aid to an individual or aid to education or aid to religion. If we are going to say that we cannot allow prescribed prayers, for example, in any of our public schools to maintain separation of church and state, it seems to me that we should not use these tax dollars in questionable cases in violation of the Constitution. I believe in separation of church and state.

This language I attempt to delete in this amendment and ask your support of this amendment for this reason.

Mr. GRIFFIN. Mr. Chairman, I rise in opposition to the amendment.

The National Defense Education Act was first passed by this House in 1958. As the loan title was developed by our committee, it did not include any provision for the forgiveness of any loan. That provision was added in the other body.

Personally, I have never been in favor of singling out teachers and making them a second-class profession by forgiving loans made to those who go into teaching. I believe that a loan should be a loan, and that it should be repaid. However, since we are not about to eliminate the forgiveness feature, I believe it should be applied fairly as among teachers.

I have always felt that it was an unjust discrimination to forgive part of a loan made to someone who happens to go into teaching in an elementary public school, and refuse to forgive on the same basis with respect to someone who happens to teach in junior college, for example, and, there is no particular reason why the present law should discriminate against someone who happens to teach in a private or parochial school that is accredited.

Mr. Chairman, the point that is basic and fundamental here is that the loan is made to an individual as an individual; and there is no direct relationship whatsoever between the Federal Government and parochial schools. There are no grants and no loans made to parochial schools under this student loan program. A loan made is a private individual indebtedness.

Mr. McCORMACK. Mr. Chairman, will the gentleman yield?

Mr. GRIFFIN. I shall be glad to yield to the distinguished Speaker of the House of Representatives.

Mr. McCORMACK. Mr. Chairman, I believe the position taken by the gentleman from Michigan is a very fair one and it is a very sound one.

Mr. Chairman, I favor the 50-percent forgiveness feature on loans. However, I feel it should apply to all teachers. One of the greatest difficulties experienced by private schools is their being able to attract teachers.

The CHAIRMAN. The time of the gentleman from Michigan has expired.

Mr. O'HARA of Michigan. Mr. Chairman, I move to strike the requisite number of words.

(Mr. O'HARA of Michigan asked and was given permission to revise and extend his remarks.)

Mr. O'HARA of Michigan. Mr. Chairman, I earlier addressed the committee for the purpose of urging the extension of this forgiveness feature to teachers serving as Peace Corps volunteers.

Mr. Chairman, I did so because I believe if we are going to extend forgiveness to any in the teaching profession we should do so for all persons who undertake teaching in a professional capacity.

The basic theory of this loan forgiveness is to encourage people to undertake teaching, to become members of the teaching profession. We gave them loans while attending teachers' college in order to help them complete their education and forgive them 10 percent of that loan for each year that they engage in teaching, up to 50 percent of the total, to encourage them to actually enter and remain in the teaching profession.

If the purpose of the provision is to increase the number of qualified teachers, and it is, its benefits should not be denied to teachers who decide to teach in one school instead of teaching in another school.

Mr. PUCINSKI. Mr. Chairman, will the gentleman yield?

Mr. O'HARA of Michigan. I yield to the gentleman from Illinois.

Mr. PUCINSKI. Mr. Chairman, I would like to associate myself with the remarks of the gentleman in the well.

Mr. Chairman, I rise in opposition to this amendment which would deny the forgiveness feature of the loan program under the National Defense Education Act to teachers in private schools.

It appears to me that this amendment, if it should unfortunately be adopted, would perpetuate the present inequity which private school teachers have suffered since the inception of this legislation in 1958.

There can be no justification for the brutal discrimination that the bill in its present form perpetrates against private school teachers.

I am extremely proud that my committee has included in the bill before us a proposal which would permit private school teachers the same opportunity to write off 50 percent of their National Defense Education Act loans as is now available to public school teachers.

The amendment before us would strike down the action of my committee. I am strongly opposed to this amendment because there is no question in my mind that private school teachers should have the same opportunity to take advantage of the forgiveness clause as public school teachers.

Mr. Chairman, there are 7½ million students attending church related schools in America. Throughout the country, the parents of these children attending elementary and secondary parochial schools pay more than \$3 billion annually for operating costs alone of these parochial schools. This does not include capital investment.

If the private schools of this country should ever shut their doors there would be complete economic panic in virtually every community in America. Property taxes would have to reach such staggering heights that they would be confiscatory if the cost now being absorbed by parochial schools was suddenly transferred to the public school system and the public tax rolls.

In Chicago alone, there are 352,000 students attending parochial elementary and high schools. It has been estimated that in Chicago the taxpayers are spared more than \$200 million a year in operating costs by parents who send their children to parochial schools.

These parochial schools are indeed making an impressive contribution.

It is high time that the inequity of denying the loan forgiveness program to private school teachers be corrected.

Furthermore, Mr. Chairman, I am pleased that the committee has also corrected another serious inequity in the existing bill by allowing, hereafter, private school teachers the same stipends that public school teachers now can get under the National Defense Education Act while they attend summer seminars to improve their teaching capability.

Under the bill before us today, the stipend would be available to all teachers in private schools who attend summer seminars for nonreligious subjects.

These stipends can amount to up to \$75 a week plus \$15 a week for each dependent if there are dependents.

I believe the committee deserves the highest commendation for restoring private school teachers to equal status with those in the public schools.

This legislation will go a long way to fill the long-term needs of both our public and private schools.

(Mr. PUCINSKI asked and was given permission to revise and extend his remarks.)

Mr. JOELSON. Mr. Chairman, will the gentleman yield?

Mr. O'HARA of Michigan. I yield to the gentleman from New Jersey.

Mr. JOELSON. Mr. Chairman, I believe of course that the law as it has been offered by the Committee is entirely constitutional and is in keeping with the Everson decision. However, I do want to note my satisfaction that the gentleman from Louisiana is so bent on seeing that the decision of the Supreme Court is scrupulously adhered to.

The CHAIRMAN. The time of the gentleman from Michigan has expired.

Mr. GOODELL. Mr. Chairman, I move to strike the requisite number of words.

(Mr. GOODELL asked and was given permission to revise and extend his remarks.)

Mr. GOODELL. Mr. Chairman, I oppose the amendment because I think it is basically an attempt to perpetuate an injustice in the present law. This is a question of forgiveness to the person who having obtained a loan for college, then goes into teaching in a private school. There is no direct aid to private education. I, therefore, do not believe there is any constitutional issue at all involved here. It is a matter of simple justice.

Mr. FORD. Mr. Chairman, will the gentleman yield?

Mr. GOODELL. I yield to the gentleman from Michigan.

Mr. FORD. Mr. Chairman, I wish to indicate my opposition to the amendment. I agree with the gentleman from New York [Mr. GOODELL] and the gentleman from Michigan [Mr. GRIFFIN] that the existing law has been discriminatory from the outset.

Mr. Chairman, I hope and trust that this amendment is defeated so we can have equal treatment for both private and public school teachers.

Mr. CAREY. Mr. Chairman, will the gentleman yield to me?

Mr. GOODELL. I yield to the gentleman from New York.

Mr. CAREY. Mr. Chairman, I want to associate myself with the remarks of my colleague, the gentleman from New York [Mr. GOODELL], and state that as one of the constitutional vigilantes on the committee who has served with him in this capacity in many, many ways, I want to say there is no constitutional question involved here. It is a matter of aid to the individual involved in the teaching profession and it does not involve any constitutional question at all.

Mr. GOODELL. Mr. Chairman, I am proud to be associate with the gentleman from New York [Mr. CAREY] in that expression.

Mr. QUIE. Mr. Chairman, I rise in opposition to the pending amendment.

Mr. Chairman, if this amendment had provided for removing forgiveness entirely from the law I would have been in support of it. One of the features of the forgiveness provisions for this elementary and secondary public school teacher is that it discriminates against other teachers. The Federal Government should not encourage people to go into specific occupations. The Federal Government should not be engaged in trying to direct people into one particular set

of schools rather than this being left up to the choice of the individual. The only way to correct inequity is to amend the law and provide that all teachers may receive this forgiveness.

I hope we can get the law changed so that grants may be made on the basis of the need of the students. Corrective language is needed if we are going to make the law equitable.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Louisiana [Mr. WAGGONER].

The amendment was rejected.

The CHAIRMAN. The Chair recognizes the gentleman from Iowa [Mr. GROSS].

(Mr. GROSS asked and was given permission to revise and extend his remarks.)

[Mr. GROSS addressed the Committee. His remarks will appear hereafter in the Appendix.]

The CHAIRMAN. The Chair recognizes the gentlewoman from Oregon [Mrs. GREEN].

Mrs. GREEN of Oregon. Mr. Chairman, I think this question has been thoroughly debated, and I ask for a vote.

The CHAIRMAN. Under the rule, the Committee rises.

Accordingly, the Committee rose; and the Speaker having resumed the chair, Mr. BOLLING, Chairman of the Committee of the Whole House on the State of the Union, reported that that Committee having had under consideration the bill (H.R. 11904) to amend and extend the National Education Act of 1958, pursuant to House Resolution 852, he reported the bill back to the House with sundry amendments adopted by the Committee of the Whole.

The SPEAKER. Under the rule, the previous question is ordered.

Is a separate vote demanded on any amendment? If not, the Chair will put them en gros.

The amendments were agreed to.

The SPEAKER. The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER. The question is on the passage of the bill.

The bill was passed.

A motion to reconsider was laid on the table.

Mrs. GREEN of Oregon. Mr. Speaker, pursuant to House Resolution 852, I call up from the Speaker's table for immediate consideration the bill (S. 3060) to amend and extend the National Defense Education Act of 1958, and to extend Public Laws 815 and 874, 81st Congress, federally affected areas.

The Clerk read the title of the bill.

Mrs. GREEN of Oregon. Mr. Speaker, I send to the Clerk's desk an amendment to strike out all after the enacting clause of the bill S. 3060 and insert in lieu thereof the text of H.R. 11904, as passed.

The Clerk read as follows:

Amendment offered by Mrs. GREEN of Oregon: Strike out all after the enacting clause of S. 3060 and insert in lieu thereof the text of H.R. 11904, as passed.

The amendment was agreed to.

The bill was ordered to be read a third time, was read the third time, and passed.

A similar House bill (H.R. 11904) was laid on the table.

A motion to reconsider was laid on the table.

GENERAL LEAVE TO EXTEND REMARKS

Mrs. GREEN of Oregon. Mr. Speaker, I ask unanimous consent that all Members of the House may have 5 legislative days in which to extend their remarks on the bill just passed.

The SPEAKER. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

FURTHER MESSAGE FROM THE SENATE

A further message from the Senate by Mr. Arrington, one of its clerks, announced that the Senate agrees to the report of the committee of conference on the disagreeing votes of the two Houses on the amendments of the Senate to the bill (H.R. 11579) entitled "An act making appropriations for certain civil functions administered by the Department of Defense, the Panama Canal, certain agencies of the Department of the Interior, the Atomic Energy Commission, the Saint Lawrence Seaway Development Corporation, the Tennessee Valley Authority, and the Delaware River Basin Commission, for the fiscal year ending June 30, 1965, and for other purposes."

The message also announced that the Senate agrees to the amendment of the House to the amendment of the Senate numbered 15 to the foregoing bill.

The message also announced that the Senate disagrees to the amendment of the House to the bill (S. 3049) entitled "An act to extend and amend laws relating to housing, urban renewal, and community facilities, and for other purposes, agrees to the conference requested by the House on the disagreeing votes of the two Houses thereon, and appoints Mr. SPARKMAN, Mr. DOUGLAS, Mr. CLARK, Mr. WILLIAMS of New Jersey, and Mr. MUSKIE, Mr. LONG of Missouri, Mr. TOWER, Mr. BENNETT, and Mr. JAVITS to be the conferees on the part of the Senate.

FISHING VESSEL CONSTRUCTION

Mr. O'NEILL. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 805 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

Resolved, That upon the adoption of this resolution it shall be in order to move that the House resolve itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (S. 1006) to amend the Act of June 12, 1960, for the correction of inequities in the construction of fishing vessels, and for other purposes. After general debate, which shall be confined to the bill and shall continue not to exceed two hours, to be equally divided and controlled by the chairman and ranking

minority member of the Committee on Merchant Marine and Fisheries, the bill shall be read for amendment under the five-minute rule. At the conclusion of the consideration of the bill for amendment, the Committee shall rise and report the bill to the House with such amendments as may have been adopted, and the previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit.

(Mr. O'NEILL asked and was given permission to revise and extend his remarks.)

Mr. O'NEILL. Mr. Speaker, at the close of my remarks I yield 30 minutes to the gentleman from Ohio [Mr. BROWN].

Mr. Speaker, House Resolution 805 provides for consideration of S. 1006, a bill to amend the act of June 12, 1960, for the correction of inequities in the construction of fishing vessels, and for other purposes. The resolution provides an open rule with 2 hours of general debate.

The purpose of this bill (S. 1006) is to correct inequities in the cost of fishing vessel construction in American shipyards and to rebuild and modernize the U.S. commercial fishing fleet.

In achieving this purpose, the bill would amend the act of June 12, 1960, which authorized the Secretary of the Interior to provide a maximum subsidy of one-third of the cost of constructing fishing vessels in domestic shipyards. The act authorized the appropriation of \$2.5 million per year for a 3-year period and provided that the Secretary might not accept applications for a subsidy after June 12, 1963. Section 4 of the 1960 act restricted subsidy to vessels to be operated in a fishery suffering injury from which escape clause relief was recommended by the Tariff Commission but denied by superior authority. The practical effect of this provision was to limit the application of the act to the New England ground-fish fishery where escape clause relief had been recommended and then denied.

S. 1006 would extend the construction-differential subsidy program to June 30, 1969, increase the maximum subsidy from one-third to one-half the cost of construction, authorize an annual appropriation of not more than \$10 million to carry out the purposes of the act, and repeal the restrictive section 4 provision.

Mr. Speaker, our greatest competitive nation north of us, Canada, has at the present time two types of subsidy, a Province subsidy, which would be the same as a State subsidy here, and a national subsidy greater than ours.

They are our greatest competitors. There is a great need that we at the present time modernize the fleet that we have.

May I say that in the report on this bill it is spelled out that these fishing boats can only go to a distant area. In other words, they cannot compete with the shrimp industry or the oyster industry or any of the coast fishing industry whatsoever.

We have on the statute books of this great Nation of ours an act that was enacted in the First Congress of the United States which says that the U.S.

fishing industry must use U.S.-made boats. In other words, we cannot buy a boat from Denmark—our American fishing industry cannot buy a boat from Canada. But an industrialist or a manufacturer can go to Canada and buy an automobile and come back here and use it in his business. You can go to Canada and buy a machine and come back here and use it in your business. You can go to England and buy business equipment and come back here and use it for any purpose. But if you are in the fishing industry, you cannot go to another country and buy a ship and bring that ship to this country and use it in the commercial fishing business. That ship must be constructed in this country. The truth of the matter is that you can go to Holland or to Denmark and a number of other nations and buy a ship at one-half of the cost that it would cost you to build a boat in the States. Consequently, there is a great need for this subsidy. Mr. Speaker, I hope the rule is adopted.

Mr. BROWN of Ohio. Mr. Speaker, I yield to the gentleman from Washington [Mr. TOLLEFSON], a member of the legislative committee handling this bill, 3 minutes.

Mr. TOLLEFSON. Mr. Speaker, it has been my privilege to serve on the Committee on Merchant Marine and Fisheries for 18 years. During that period I have watched the fishing industry of the United States gradually go downhill until at the present time more than 50 percent of the fish consumed in the United States is imported from foreign nations. Most of it is imported from nations that compete with our fishermen on the high seas. One of the reasons that they can successfully compete with us is that they can buy their boats just about exactly half or approximately half of what it costs us to build a boat. As the gentleman from Massachusetts a moment ago indicated, there is an old law on our statute books going back to the time of George Washington which provides that American fishermen must build their boats in the United States. That statute was designed to keep a shipbuilding industry in being and active in the United States in the interest of our national defense. But because our boats cost twice as much roughly as a foreign-built boat, the foreign operator has a competitive advantage in our home markets and as consequence he can undersell our fishermen and they have done that to the point where now, as I have said, better than 50 percent of our fishery products are imported. We are forced to compete with nations like Canada, for example, that have a subsidy for their own fishing vessels for reasons of their own national defense and for their own economy.

This particular bill is designed not to provide subsidies for all fishing vessels but primarily for those vessels that are engaged in the high seas competition with high seas operators from Japan, Russia, Canada, and other nations.

I would hope that the Members of the House will give serious consideration to this legislation. It is sound legislation. We have had a fishing vessel subsidy program in operation for 3 years now.

In the case of boats built under that program, the tax revenues which have come to Uncle Sam because of construction have been of such magnitude that the subsidy will be paid back to the Government in 2 years' time.

This is a sound measure. Our fishing industry needs this help and needs it desperately. If we do not give help to the industry, as the years pass by, it will go further downhill and we will lose a capability of providing protein foods which will be badly needed in the United States in the future.

I trust that the committee and the House will give consideration to the bill and give it favorable support.

Mr. BROWN of Ohio. Mr. Speaker, I yield myself such time as I may consume.

(Mr. BROWN of Ohio asked and was given permission to revise and extend his remarks.)

Mr. BROWN of Ohio. Mr. Speaker, the gentleman from Massachusetts [Mr. O'NEILL], a member of the Rules Committee, has explained ably and well the provisions of the rule, which will allow the bringing up for consideration of S. 1006, for 2 hours of general debate.

This is a measure to amend the act of July 12, 1960, for the correction of certain alleged inequities in the construction of fishing vessels and otherwise.

Mr. Speaker, I listened with some attention to the testimony given before the Rules Committee on this legislation at the time the rule was granted. Frankly, I believe it is a matter which must be considered. In my own mind I am not certain as to what the legislation actually would do—whether it is a \$50 million subsidy for the next 5 years for the fishing industry of the United States, because it provides for assistance and payments of up to 50 percent of the cost of constructing fishing vessels in this country; or whether actually it is a subsidy for the shipbuilding industry of this country rather than for the fishing industry. In either event, passage of the measure will result in a cost of \$50 million over the next 5 years. It is a subsidy; there is no question about that.

Neither is there any question about the fact that the Congress has voted subsidies for the construction of other types of vessels, merchant marine vessels and other types of ships, in the United States.

There is no question about the fact that this Government of ours has paid subsidies to other businesses and industries in different ways and forms. There is only a question as to whether the Congress wants to use this approach to aid the fishing industry, or perhaps I should say the shipbuilding industry, both of which seemingly are in difficulty; or whether some other approach should be used.

As the gentleman from Washington has explained, for a long, long time the law has prohibited American fishermen from purchasing or using trawlers or fishing vessels constructed in other countries. Of course, the cost of construction of ships in this country is much higher than the cost of construction in foreign countries. That is a natural phenomenon we run up against.

Digest of CONGRESSIONAL PROCEEDINGS

OFFICE OF
BUDGET AND FINANCE

(For information only;
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OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

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HIGHLIGHTS; House received conference report on land-water conservation fund bill.

HOUSE

1. RECREATION. Received the conference report on H. R. 3846, to establish a land and water conservation fund to assist the States and Federal agencies in meeting present and future outdoor recreation demands and needs of the American people (H. Rept. 1847)(pp. 20474-5, 20479). The statement of the managers on the part of the House includes explanations of actions of the conferees as follows:

"Fourteen amendments...were adopted in the Senate. Amendments Nos. (1)-(5), inclusive, struck from the bill provisions permitting fees to be charged for access to or the use of water areas and for admission to wilderness areas. The conference report recommends acceptance of all these amendments except one, namely, that which would have prohibited the charging of any fee for access to water areas. It also recommends a further amendment to the sentence to which this last amendment was appended to make clear that the prohibition against charging fees for the use of waters applies only to Federal agencies.

"The striking of the references to "bodies of water" and to "land or water areas" in section 2 of the bill does not mean that the officers and agencies of

the United States charged with administration of the act may not, in fixing the amount of fees to be charged for admission to land areas covered by the bill, properly take into account the existence of reservoirs, lakes, streams, and other bodies of water which enhance the attractiveness of the areas for recreational use or that they may not take into account facilities which make such bodies of water accessible and usable for this purpose.

"Senate amendment No. 7 would have required officers of the United States, before establishing fees, to hold a public hearing at or near any area for which it was proposed to establish admission fees if such a hearing were requested by the Governor of a State in which more than 50 percent of the area is located. The conference report recommends that the Senate recede from this amendment.

"Amendment 10-13, inclusive, would have modified the House language in section 6(a)(1) with respect to the use of appropriations from the land and water conservation fund for land acquisition in national forest system areas (1) by restricting the use of this authority to inholdings within the presently existing boundaries of the forest system and (2) by providing that not more than 15 percent of the acreage acquired shall be west of the 100th meridian. The conference report recommends a substitute for the Senate amendment which will (1) retain the 15-percent limitation on land acquisition west of the 100th meridian, (2) allow acquisition of inholdings within the boundaries of wilderness areas of the national forest system as those boundaries are established at the time of acquisition, and (3) limit acquisition in other forest areas to inholdings within the present boundaries of the forests, but (4), notwithstanding this last restriction, allow land which lies outside the present boundaries of a forest but which would "comprise an integral part of the forest recreational management area" to be acquired with appropriations from the fund up to a maximum of 500 acres per forest.

"Senate amendment No. 14 would have added "the development of recreational facilities on lands owned by the Federal Government" to the purposes for which moneys might be appropriated from the land and water conservation fund. The conference report recommends that the Senate recede from this amendment.

"The conference report therefore recommends deletion of the Senate amendment referred to. The conference committee recommends that the Bureau of the Budget and other Federal agencies make appropriate adjustments in the amounts requested from conventional sources in the light of the fact that land acquisition costs, which have heretofore been borne by these sources, will now be financed, in whole or in part, from the land and water conservation fund."

2. LOBBYING. Received the quarterly report on lobbying activities. pp. 20480-509

3. LEGISLATIVE PROGRAM. Rep. Albert announced that in addition to the program previously announced for this week H. R. 11946, the Appalachian bill, will be considered. p. 20473

SENATE

4. EDUCATION. Conferees were appointed on S. 3060, to extend the National Defense Education Act and laws providing aid to schools in federally impacted areas. House conferees have not yet been appointed. pp. 20413-5

5. FOREIGN AID. H. R. 11380, the foreign aid authorization bill, was laid aside temporarily for consideration of other measures. p. 20419

surance bringing the total life insurance in force of all kinds in Oregon to a total of \$6,290 million. A substantial percentage of the reserves backing the life insurance companies' commitments to policyholders in Oregon has been invested within the State. For example, in 1962, life companies' investments in Oregon of just one type—mortgage loans—totaled \$512,550,000.

I would like to wish you continued success in the performance of the duties of your office.

Please let us know if there is any way we can be of service to you.

Sincerely,

GLENDON E. JOHNSON.

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS, 1964

Mr. MORSE. Mr. President, there is at the desk Senate bill 3060 as amended by the House. I ask that the House amendment be taken from the desk and laid before the Senate.

The ACTING PRESIDENT pro tempore laid before the Senate the amendment of the House of Representatives to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas) which was, to strike out all after the enacting clause and insert:

That this Act may be cited as the "National Defense Education Act Amendments, 1964".

TITLE I—AMENDMENTS OF TITLE I

Amendment of statement of findings

SEC. 101. The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out "which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign language and trained in technology".

Schools of nursing

SEC. 102. The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by striking out "private" and by striking out "(3)", and by inserting before the period at the end thereof the following: ", and includes any school of nursing as defined in subsection (1) of this section".

Additional definitions

SEC. 103. Section 103 of such Act is amended by adding at the end thereof the following:

"(1) The term 'school of nursing' means a public or other nonprofit collegiate or associate degree school of nursing.

"(m) The term 'collegiate school of nursing' means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.

"(n) The term 'associate degree school of nursing' means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.

"(o) The term 'accredited' when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education."

TITLE II—AMENDMENTS OF TITLE II

Appropriations authorized

SEC. 201. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out "and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education" and inserting in lieu thereof "\$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June 30, 1966, and \$200,000,000 for the fiscal year ending June 30, 1967, and such sums for the fiscal year ending June 30, 1968, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1967, to continue or complete their education".

Allotments to States

SEC. 202. Section 202 of the National Defense Education Act of 1958 (20 U.S.C. 422) is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1967".

Payment of Federal capital contributions

SEC. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is further amended by striking out subsection (b) and by striking out "(a)" after "Sec. 203."

Conditions of agreements

SEC. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

"(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic backgrounds;"

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

Terms of loans

SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

"(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student."

(b) (1) Subparagraph (1)(C) of subsection (b) of such section 205 is amended by striking out "either as an undergraduate or graduate student" and inserting in lieu thereof "as an undergraduate, graduate, or professional student".

(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out "and (D)" and inserting in lieu thereof the following: "(D) the institution may provide that periodic installments needs not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such

period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)".

(3) Subparagraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be canceled for service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service."

(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: "in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)".

(c) The amendment made by subsection (a), shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment.

Distribution of assets from student loan funds

SEC. 206. Section 206 of the National Defense Education Act of 1958 (20 U.S.C. 426) is amended by striking out "1969" wherever it appears therein and inserting in lieu thereof "1971".

TITLE III—AMENDMENTS OF TITLE III

Appropriations authorized

SEC. 301. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

"Appropriations authorized"

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the eight succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment (suitable for use in providing education in science, mathematics, modern foreign language, reading, and English when taught to persons for whom English is a second language), and wall maps and globes, but excluding supplies which are consumed in use, and for minor remodeling described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and each of the eight succeeding fiscal years for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

Allotments to States

SEC. 302. (a) The second sentence of subsection (a) (2) of section 302 of the National Defense Education Act of 1958 is amended by striking out "as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959" and inserting in lieu thereof "between July 1 and August 31 of each even-numbered year beginning with calendar year 1964".

(b) The third sentence of such subsection is amended to read as follows: "Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965."

(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out "\$20,000" wherever it appears therein and inserting in lieu thereof "\$50,000".

State plans

SEC. 303. (a) Clause (A) of section 303(a) (1) of the National Defense Education Act of 1958 is amended to read as follows: "(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment and printed and published materials (other than textbooks), suitable for use in providing education in science, mathematics, modern foreign language, reading, or English when taught to persons for whom English is a second language in public elementary or secondary schools, or both, and of wall maps, globes and test-grading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter, and".

(b) Paragraph (5) of section 303(a) is amended by striking out "and modern foreign languages" and inserting in lieu thereof "science, mathematics, modern foreign language, reading, and English when taught to persons for whom English is a second language, or in connection with the use of maps and globes".

Payments to States

SEC. 304. The second sentence of subsection (b) of section 304 of such Act is amended by striking out "five" and inserting in lieu thereof "seven".

Interest rates

SEC. 305. Paragraph (3) of subsection (b) of section 305 of such Act is amended by striking out "as of the last day of the month" and inserting in lieu thereof the following: "as computed at the end of the fiscal year next".

TITLE IV—FELLOWSHIPS

SEC. 401. Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:

"Number of fellowships"

"SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed three thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed five thousand such fellowships, and during the fiscal year ending June 30, 1967, he is authorized to award not to exceed six thousand five hundred such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years."

Award of fellowships and approval of institutions

SEC. 402. (a) The first sentence of subsection (a) of section 403 of the National

Defense Education Act of 1958 is amended to read as follows: "Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one thousand five hundred of such fellowships awarded during the fiscal year ending June 30, 1965, and not less than one-third of such fellowships awarded during fiscal years ending June 30, 1966, and June 30, 1967, shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c)." The second sentence of subsection (a) of such section is amended by striking out "and" at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof.

(b) Section 403(b) of such Act is amended by striking out "under this title" and inserting in lieu thereof "as described in clause (1) of subsection (a)", and by inserting before the period at the end thereof the following: ", and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education".

(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

"(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

"(d) No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term 'school or department of divinity' means an institution or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects."

(d) The amendments made by this section shall become effective July 1, 1964.

Fellowship stipends

SEC. 403. Section 404(a) of the National Defense Education Act of 1958 is amended (1) by striking out "academic year of study after the baccalaureate degree" and inserting in lieu thereof "year of study", and (2) by adding at the end thereof the following: "Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents."

TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

Appropriations authorized

SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out "and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year," and inserting in lieu thereof "\$17,500,000 for the fiscal year ending June 30, 1964, \$23,500,000 for the fiscal year ending June 30, 1965, \$23,500,000 for the fiscal year ending June 30, 1966, and \$28,500,000 for the fiscal year ending June 30, 1967."

State plans

SEC. 502. (a) Paragraph (1) of subsection (a) of section 503 of the National Defense Education Act of 1958 is amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State and, if authorized by law, in other elementary and secondary schools in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and"

(b) Paragraph (2) of subsection (a) of section 503 of such Act is amended by striking out "who are not below grade 7".

Payments to States

SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out "five" and inserting in lieu thereof "seven".

(b) Section 504(b) of such Act is amended by striking out "who are not below grade 7", and by striking out "six" and inserting in lieu thereof "eight".

Repealer

SEC. 504. Title V of the National Defense Education Act of 1958 is amended by striking out the heading "Part A—State Programs", and by striking out part B thereof.

Technical amendment

SEC. 505. Sections 501, 503, and 504 of the National Defense Education Act of 1958 are each amended by striking out "part" and inserting in lieu thereof "title".

TITLE VI—LANGUAGE DEVELOPMENT

Extension of title

SEC. 601. (a) Section 601 of the National Defense Education Act of 1958 is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1967".

(b) Section 603 of such Act is amended to read as follows:

"Appropriations authorized"

"SEC. 603. There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, and \$16,000,000 for the fiscal year ending June 30, 1967, to carry out the provisions of this title."

Repealer

SEC. 602. Effective July 1, 1964, title VI of the National Defense Education Act of 1958 is amended by striking out the center heading "Part A—Centers and Research and Studies" and by striking out part B thereof.

TITLE VII—UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

Extension of program

SEC. 701. Section 763 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "eight succeeding fiscal years".

TITLE VIII—MISCELLANEOUS

State administration

SEC. 801. (a) Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended by inserting before the semicolon "and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports".

(b) Subparagraph (3) of such section 1004(a) is amended by inserting before the period at the end thereof "(including such funds paid by the State to the local educational agencies)".

Extension of statistical services program

SEC. 802. Section 1009(a) of the National Defense Education Act of 1958 is amended by striking out "six" and inserting in lieu thereof "eight".

TITLE IX—ADDITIONAL TITLES

SEC. 901. (a) The National Defense Education Act of 1958 is amended by adding at the end thereof the following new title:

"TITLE XI—INSTITUTES

"Authorization of institutes"

"SEC. 1101. There are authorized to be appropriated \$35,000,000 for the fiscal year ending June 30, 1965, and each of the two succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with colleges and universities for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—

"(1) who are engaged, or are preparing to engage in elementary or secondary schools as counseling and guidance personnel,

"(2) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of modern foreign languages, reading, or English when taught to persons for whom English is a second language, in elementary or secondary schools,

"(3) who are engaged in or preparing to engage in the teaching of disadvantaged youth and are, by virtue of their service or future service in elementary or secondary schools enrolling substantial numbers of culturally, economically, socially, and educationally handicapped youth, in need of specialized training; except that no institute may be established under this title for teachers of disadvantaged youth unless such institute will offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth, or

"(4) who are engaged as library personnel in the elementary or secondary schools, or as supervisors of such personnel.

"Stipends"

"SEC. 1102. Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefore) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

TITLE X—AMENDMENTS OF TABLE OF CONTENTS

SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

(1) by striking out

"Part A—State Programs";

(2) by striking out

"Part B—Counseling and Guidance Training Institutes

"Sec. 511. Authorization.";

(3) by striking out

"Part A—Centers and Research and Studies";

(4) by striking out

"Part B—Language Institutes

"Sec. 611. Authorization.";

(5) by inserting at the end thereof the following:

"Title XI—Institutes

"Sec. 1101. Authorization of institutes.

"Sec. 1102. Stipends."

TITLE XI—FEDERALLY AFFECTED AREAS

Extension of Public Law 815

SEC. 1101. (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out "1965" and inserting in lieu thereof "1966".

(b) Subsection (b) of section 14 of such Act is amended by striking out "1965" each time it appears therein and inserting in lieu thereof "1966".

(c) Paragraph (15) of section 15 of such Act is amended by striking out "1962-1963" and inserting in lieu thereof "1963-1964".

Amendments to Public Law 874

SEC. 1102. Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out "1965" each place where it appears and inserting in lieu thereof "1966".

Comprehensive study

SEC. 1103. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

Mr. MORSE. Mr. President, I move that the Senate disagree to the House amendment and request a conference with the House thereon, and that the Chair appoint the conferees on the part the Senate.

The ACTING PRESIDENT pro tempore. The question is on agreeing to the motion of the Senator from Oregon.

The motion was agreed to; and the Acting President pro tempore appointed Mr. MORSE, Mr. HILL, Mr. McNAMARA, Mr. YARBOROUGH, Mr. CLARK, Mr. RANDOLPH, Mr. PROUTY, Mr. GOLDWATER, and Mr. JAVITS conferees on the part of the Senate.

ORDER OF BUSINESS

Mr. HOLLAND. Mr. President, I believe Senators desiring to be heard in the morning hour have concluded their statements. Therefore, I ask that I be given unanimous consent to proceed for not to exceed 10 minutes on a matter which would not be appropriate until after the morning hour.

The ACTING PRESIDENT pro tempore. The Chair will state that before the morning hour is concluded, the Chair is going to lay before the Senate H.R. 11926, as a part of the morning business. The Chair will be delighted to hear the Senator, but before the conclusion of the morning hour that bill must be laid before the Senate.

Mr. HOLLAND. Does the Chair mean the foreign aid bill?

The ACTING PRESIDENT pro tempore. The so-called Tuck bill for a second reading.

Mr. HOLLAND. My discussion will not be on the Tuck bill. I, therefore, ask unanimous consent that I may speak for 10 minutes.

The ACTING PRESIDENT pro tempore. Is there objection?

Mr. CLARK. Mr. President, reserving the right to object—and I shall not object—I have a statement I should like to make in the immediately near future about the situation of the riots in Philadelphia over the weekend. I wondered what the Senator's plans were. I came into the Chamber after the Senator from Florida rose.

Mr. HOLLAND. I do not mind stating the situation for the Senator. I stated to the majority leader, before morning business was started, that I had a statement to make which would take longer than 3 minutes and asked if it would be satisfactory to make it after all Senators

who wished to proceed under the morning hour had concluded. I understood he had no objection to that course.

Mr. CLARK. Nor have I.

Mr. HOLLAND. Any Senator has a right to object, but I wish to speak on the Dirksen-Mansfield amendment. I have not spoken on the Dirksen-Mansfield amendment. It will be brief, but I wish to speak on it while it is still the pending business, because under the unanimous-consent agreement, it will be replaced after the morning hour is over, and another matter will be made the pending business.

Mr. CLARK. I have no objection. I understand from the majority leader that I shall have an opportunity to make my statement. There might be a question of germaneness if I made it after the conclusion of the morning business.

Mr. MANSFIELD. I am sure the Senator will have an opportunity to make his statement.

The ACTING PRESIDENT pro tempore. Without objection, the Senator from Florida is recognized for 10 minutes.

REAPPORTIONMENT OF STATE LEGISLATURES

Mr. HOLLAND. Mr. President, I strongly support the amendment offered by Senators DIRKSEN and MANSFIELD to the pending foreign aid bill proposing to delay until January 1, 1966, further Federal court proceedings on reapportionment of State legislatures.

As to Florida, the State legislature attempted to reapportion both houses several years ago under the provisions of our State constitution. A three-judge Federal court disapproved of the proposed formula and, further, set aside the legislative apportionment provisions of the Florida State constitution as "invidiously discriminatory." The legislature again reapportioned, this time by statute, in the effort to comply with the decision of the three-judge court. The three-judge Federal court this time approved the proposed formula as adopted by the legislature. In its most recent decisions the U.S. Supreme Court has declared that the latest reapportionment proposals of six other States, and Florida, are unconstitutional, thus overriding, as to Florida, our three-judge court. The Supreme Court now proposes to assume in the Federal courts the complete power to control State legislative reapportionment.

Aside from constitutional questions, what has happened in Florida gives a fair illustration of the instability which may be expected to result from Federal judicial control of reapportionment at least every 10 years, and more often where more frequent State censuses are taken.

I believe that the matter of reapportionment of the Florida Legislature is a State function. I, therefore, joined on July 23 with Senator DIRKSEN and others to propose a constitutional amendment leaving to each State the power of determining the composition of its legislature subject only to the clear condition that

at least one house must be on a strict population basis.

The present Dirksen-Mansfield amendment to the foreign aid authorization bill is nothing more than an attempt to hold up further Federal court action until the constitutional amendment approach can be given the thorough, serious study it requires. Our calling a halt to further court action until January 1, 1966, will give us the needed time. The procedure by which a constitutional amendment is adopted requires extensive committee hearings, adoption of the proposal by a two-thirds majority of each House, and ratification by three-fourths of the States. This long, complicated procedure was purposely placed in the Constitution to afford the people of the States ample opportunity to give such a matter the consideration it deserves.

An argument is being made that the Founding Fathers intended one House of the National Legislature to be elected on a population basis and the other House on a geographical basis, but that the State legislatures were not required to be so organized. This argument is correct, but irrelevant, since most States of the Union then and since have followed legislative apportionment provisions similar to the national formula. The fact is that the Founding Fathers left this field to the continued exclusive jurisdiction of the States, where it existed prior to the adoption of the Federal Constitution.

I cannot conceive that the majority of the present Supreme Court, basing its decision on the 14th amendment, which was submitted in 1867, knew better what the Congress of 1867 intended by that amendment than did those who submitted it 97 years ago. The Congress of 1867 did not so construe the equal protection clause of the 14th amendment, nor have others until recent years. Most of the three-fourths of the States which ratified the 14th amendment made no such changes in their own constitutions, and I am sure that the 14th amendment could not have been ratified if such a contention had been made at the time.

I have received many communications indicating that I, by cosponsoring the Dirksen-Mansfield measure, am attempting to deprive people in Florida of proper representation in the State legislature. Nothing could be further from the truth. I am merely trying to make sure that the people of our State and the people of every other State shall decide, as they should, how their legislature shall be composed. If we fail in submitting an amendment, they cannot carry out their will except under the strict limitations of the Supreme Court decision. If we submit the amendment and it is ratified by three-fourths of the States, they will have the complete right to carry out their will within the framework of the amendment. In that case, at least one house must be based on population and the other house likewise if the people of Florida or any other State shall so decide. But they will have the power to base the apportionment in one house on factors other than population if they so decide.

I could not stand idly by and watch the Federal courts take away this important function from the people of the 50 States when I deeply feel that it was never so intended and such action is not in accord with our American system or our Federal Constitution.

I agree with former Justices Frankfurter and Brandeis and Mr. Justice Harlan, of the present Court, that this is a political question which, constitutionally, must be left to the States. As Justice Harlan said in the most recent cases on June 15, 1964, these decisions "have the effect of placing basic aspects of State political systems under the pervasive overlordship of the Federal judiciary."

I proceed further, Mr. President, on another and rather humorous aspect of this matter.

Among the communications from Floridians that I have received on the subject, several have indicated that because of my stand in support of the Dirksen-Mansfield amendment they intend to change their party allegiance in the coming November election. To quote one of them directly, the writer states:

I will go Republican.

Which, of course, is his privilege. In response, however, I quote from subsection 3 of section 3 of the platform adopted recently by the Republican Party in their convention at San Francisco, which reads as follows:

We pledge * * * support of a constitutional amendment, as well as legislation, enabling States having bicameral legislatures to apportion one house on bases of their choosing, including factors other than population.

It is clear that the Republican Party has formally adopted the same stand that I take on this matter. It is equally true that many, and I believe most, of my Democratic colleagues in both Senate and House hold identical or similar views, though the platform of the Democratic Party, adopted recently at Atlantic City, takes no stand on this subject, leaving the matter to the individual conscience of each Democrat.

I fear that many of those well-intentioned citizens who wish to uphold this recent encroachment of the Supreme Court and to supinely yield to that Court the unlimited power to control legislative redistricting in all of the 50 States have in many instances become so impatient with the long failure of State legislatures to bring about fair reapportionment that they are forgetting the dire consequences of allowing the Supreme Court to arbitrarily upset the constitutional balance between Federal and State power in this important field. I fear that they have adopted the wholly unacceptable philosophy that the end justifies the means.

I again quote Mr. Justice Harlan in his dissenting opinion of June 15, 1964:

This Court, limited in function * * * does not serve its high purpose when it exceeds its authority even to satisfy justified impatience with the slow workings of the political process. For when in the name of constitutional interpretation the Court adds something to the Constitution that was deliberately ex-

cluded from it, the Court in reality substitutes its view of what should be so for the amending process.

And again, Mr. Justice Harlan says:

What is done today deepens my conviction that judicial entry into this realm is profoundly ill advised and constitutionally impermissible.

I believe that, if given a chance to consider seriously this important matter, most citizens will agree strongly with Mr. Justice Harlan's position with which I am in complete accord.

JURISDICTION OF SUPREME COURT AND FEDERAL COURTS IN CERTAIN INSTANCES

The ACTING PRESIDENT pro tempore. The Chair lays before the Senate H.R. 11926, a bill to define the jurisdiction of the U.S. Supreme Court and all Federal courts inferior thereto in certain instances, heretofore read the first time, which, under the rule, the clerk will now read the second time.

The bill was read the second time by its title.

Mr. THURMOND. Mr. President, I object to further proceedings on the bill and ask that it be placed on the calendar.

The ACTING PRESIDENT pro tempore. Under the rule, the bill will go to the calendar.

Mr. PROXMIRE. Mr. President, a parliamentary inquiry.

The ACTING PRESIDENT pro tempore. The Senator will state it.

Mr. PROXMIRE. It is my understanding that under the precedent which has been established a number of times, most conspicuously with respect to the civil rights bill of 1964, the objection of one Senator to proceedings after second reading will send a bill to the calendar.

The ACTING PRESIDENT pro tempore. The Senator from Wisconsin is correct, if a point of order is not made challenging the validity of the rule; if a point of order is made, the Senate on appeal will determine the question.

Mr. PROXMIRE. It is my understanding also that the distinguished Senator from Georgia [Mr. RUSSELL], who was the leader of the southern forces against the civil rights bill, made a point of order that under the La Follette-Monroney Act, a contrary rule had been established, and that the bill would not automatically go the calendar.

I shall not make any further motion or take any further action at this time, except to observe that now a very distinguished and very able southern Senator is "copper riveting," on the basis of that precedent, the position that if any bill comes from the House to the Senate and if one Senator objects to further proceedings, the bill automatically goes to the calendar, whether it be a civil rights bill of 1965 or a civil rights bill of 1966, or any other kind of bill. Does not the force of the objection of the distinguished Senator from South Carolina tend to reestablish that precedent?

The ACTING PRESIDENT pro tempore. The present occupant of the chair

Digest of CONGRESSIONAL PROCEEDINGS

OFFICE OF
BUDGET AND FINANCE

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OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

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HIGHLIGHTS: Both Houses agreed to conference report on land-water conservation fund bill. Sen. Mundt criticized drop in parity ratio. Sen. Young, O., commended administration farm policies. House committee voted to report water resources planning bill. House passed bill to increase number of counties eligible for crop insurance.

SENATE

1. RECREATION. Both Houses agreed to the conference report on H. R. 3846, to establish a land and water conservation fund to assist the States and Federal agencies in meeting present and future outdoor recreation demands (pp. 20512-14, 20604-9). This bill will now be sent to the President. See Digest 166 for a summary of items of interest.
2. PERSONNEL. The Foreign Relations Committee reported with amendment H. R. 12342, to authorize certain retired and other personnel of the U. S. Government to accept and wear decorations, presents, and other things tendered them by certain foreign countries (S. Rept. 1520). p. 20560

3. PARITY RATIO. Sen. Mundt criticized the announced drop in the parity ratio to 74 percent and urged the administration to take measures to "strengthen the economy of our farmers." pp. 20571-2
4. FARM PROGRAM. Sen. Young, O., commended administration farm policies as leading to farm prosperity, particularly for Ohio farmers. pp. 20562-3
5. FOREIGN CURRENCIES. Sen. McGovern urged the use for idle foreign currencies accumulated under Public Law 480 to support additional programs in foreign countries, such as education, health, and family planning. p. 20565
6. WILDERNESS. Sen. McGovern inserted an editorial commending passage of the wilderness preservation bill. pp. 20565-6
7. RESEARCH. Sen. Anderson commended the establishment of a Science Policy Research Division in the Legislative Reference Service, Library of Congress. pp. 20569-70
8. WATER RESOURCES. Sen. Young, O., spoke in support of an expanded and accelerated water resource development program. pp. 20573-4

HOUSE

9. CROP INSURANCE. Passed under suspension of the rules S. 277, to amend the Federal Crop Insurance Act, as amended, in order to increase from 100 to 150 the number of new counties in which crop insurance may be offered each year. This bill will now be sent to the President. pp. 20530-33, D738
10. LABOR, HEALTH, EDUCATION AND WELFARE APPROPRIATION BILL, 1965. Conferees were appointed on this bill, H. R. 10809. Senate conferees have already been appointed. pp. 20511-12
11. RECREATION. Conferees were appointed on S. 27, to provide for establishment of the Canyonlands National Park, Utah. Senate conferees have already been appointed. p. 20512
12. LANDS. Passed with amendment S. 2082, to authorize the Secretary of the Interior to accept a transfer of certain lands to the Everglades National Park, Dade County, Fla. H. R. 8290, a similar bill passed earlier under suspension of the rules, was tabled. pp. 20545-7
13. EDUCATION. Rep. Frelinghuysen objected to the request of Rep. Green, Ore., that S. 3060, to extend the National Defense Education Act and laws providing aid to schools in federally impacted areas, be sent to conference. p. 20514
14. WILDLIFE; INSECTICIDES. Passed 236 to 110, under suspension of the rules, H. R. 4487, to amend the Act of Aug. 1, 1958, in order to prevent or minimize injury to fish and wildlife from the use of insecticides, herbicides, fungicides, and pesticides. pp. 20525-30
Passed under suspension of the rules H. R. 2392, to authorize a program for the conservation, development, and enhancement of the Nation's anadromous fish in cooperation with the several States. pp. 20541-45
15. ALASKA. Passed under suspension of the rules S. 49, to provide for the establishment of the Alaska Centennial Commission. pp. 20535-6

House was able to hold its position on most of the matters in this bill.

The SPEAKER. Is there objection to the request of the gentleman from Colorado that the statement of the managers on the part of the House be read in lieu of the report?

There was no objection.

The Clerk read the statement.

(For conference report and statement, see proceedings of the House of August 31, 1964.)

The SPEAKER. The question is on agreeing to the conference report.

The conference report was agreed to.

A motion to reconsider was laid on the table.

Mr. ASPINALL. Mr. Speaker, I ask unanimous consent that the gentleman from Pennsylvania [Mr. SAYLOR] and I may extend our remarks in the RECORD at this point.

The SPEAKER. Without objection, it is so ordered.

There was no objection.

Mr. ASPINALL. Mr. Speaker, the principal issues which the conference committee on H.R. 3846 had to resolve were these:

First. Should the bill include a provision prohibiting the charging of fees for the use of and access to Federal water areas?

Second. Should officers of the United States who have the duty of fixing fees for admission to a Federal area be required to hold public hearings, if this is requested by the Governor of the State in which the area is located, before doing so?

Third. Should the authority to use moneys appropriated from the land and water conservation fund bill for the acquisition of land within the national forests be limited to land within the present boundaries of these forests? And should the acreage that may be acquired in the Western States be limited to 15 percent of the total acquired by the Forest Service?

Fourth. Should appropriations from the land and water conservation fund be authorized for development of Federal recreation areas as well as for land acquisition?

The first of these four questions was resolved by accepting the Senate language forbidding the charging of fees for the use of water areas and deleting the portion of the amendment which would have prohibited the charging of fees for access to such areas. A further amendment was adopted making it plain that the prohibition against fees in these cases goes only to fees imposed by the Federal agencies and not to fees imposed by State and local agencies to which such areas may be turned over for administration. The net result of the conference committee's decision is that, while no fees may be charged for the use of water areas as such, the existence of such areas within, say, a national park or a national recre-

ation area may be taken into account in determining whether to charge a fee—and, if so, what the fee shall be—for admission to the park or recreation area or for the use of facilities which make the water area accessible.

The second question, that of public hearings, was resolved by striking out the Senate amendment. The conferees were agreed that a requirement that such hearings be held would be impracticable.

The question of land acquisition in connection with the national forests was resolved this way: The Senate language restricting the amount of acreage that may be acquired in the Western States to 15 percent of the total was retained. As far as wilderness areas are concerned—and I may note that the term "wilderness" as used in the conference report includes what we have heretofore called wilderness, wild and canoe areas—it will be permissible to use appropriations from the fund for acquisition within the boundaries of those areas as they exist at the time of acquisition. As far as other forested areas are concerned, it is the boundaries on the effective date of the bill—that is, January 1, 1965—that control. The conference committee, however, made one exception in the latter case. Under the language adopted by it, it will be permissible to acquire up to 500 acres of land adjacent to a forest if that land would "comprise an integral part of a forest recreational management area." In all cases, of course, there must be statutory authority for the acquisition in the first place.

The final question had to do with the use of the land and water conservation fund for development of Federal areas. The conference committee has recommended omission of the Senate language with, however, the understanding that this is a matter which will be open to reconsideration in a few years hence. The conferees recognized that, in some parts of the country the need for development may be more important than for land acquisition. Two considerations, however, led to the conclusion that development should not be included at present. First, the usual sources of financing development costs will continue to be available; if appropriations for development continue to be as adequate compared to appropriations for land acquisition as they have been in the past, they will take care of this part of the picture. Second, it is too early to say with certainty how much money the fund will yield, how appropriations from it will be divided among the many purposes which it is to serve, and whether whatever division is made will be sufficient for all these purposes. To add another item now might well result in obligating the fund beyond what it can carry.

Mr. Speaker, we have now reached the final stage in our consideration of H.R. 3846. It will soon become law. I want to thank all members of the conference committee, both those from the House

and those from the Senate, for their reasonable and constructive approach to the problems with which they were faced. It has already been suggested by commentators on the work of the 88th Congress that it will be known as the conservation Congress. I am glad that this is so. Certainly enactment of H.R. 3846 will go down in history as one of its great achievements.

Mr. SAYLOR. Mr. Speaker, I join with the chairman of the Committee on Interior and Insular Affairs in congratulating all members of the conference committee on a job well done. I join also with those who believe that the 88th Congress will go down in history as the conservation Congress. The enactment of a long-sought wilderness bill, the enactment of a land and water conservation fund bill, and the enactment of several bills to create new major units of the national park system—I refer to the Ozark National Scenic Riverways, the Fire Island National Seashore, and, hopefully, the Canyonlands National Park—guarantee this.

As far as the conference report on H.R. 3846 goes, I want to dwell on only one of its aspects. The most important decision of the conference committee, to my mind, was its resolution of the question whether appropriations from the land and water conservation fund would be available for development of Federal areas as well as for land acquisition in connection with such areas. I am glad to say that this has been resolved against the use of the fund, at least for the time being, for development purposes. To illustrate the importance of this I ask leave to include as part of my statement two tabulations, one showing the amounts appropriated to the National Park Service over the last 6 years for land acquisition and development, the other showing the same for the Forest Service. As these tables show and as the statement of the managers on the part of the House points out, appropriations for development have outrun appropriations for land acquisition by 12 to 1.

It was never intended that the land and water conservation fund should be the sole source of financing Federal land acquisition programs connected with outdoor recreation. The fund was intended to be supplementary to the other and more normal sources of such financing. Unfortunately there are already signs that the fund will be looked to to do the whole job. If this turns out to be the case and if development had been written into the bill and treated the same way, we would have come out worse than we went in.

The question of development was debated at length in our Committee on Interior and Insular Affairs. It was debated at length here on the floor. In both cases the proposal to open the land and water conservation fund to use for development of Federal lands was defeated. Now it is out of the bill again.

This may not mean that it is out permanently. Perhaps the day will come when the fund is so prosperous that we can afford to finance development from it, in whole or in part. But not now. First we have to get our feet on the ground and see how much the fund will produce. Then we have to get on with the job of acquiring land where it is most needed for recreation purposes—that is, near our big centers of population. That is going to be expensive, but it has to be done. Only after we have found out what this is going to cost can we afford to think seriously about including development in the fund picture. When that time comes, I will be glad to reconsider the problem. For the present, however, I say once more that I am glad the conference committee arrived at the conclusion it did.

Appropriations for acquisition, fiscal years 1960–65, Forest Service, U.S. Department of Agriculture

Item	1960	1961	1962	1963	1964	1965	Total
Acquisition of lands (Weeks Act).....	\$100,000	\$100,000	\$300,000	\$500,000	\$962,000	\$680,000	\$2,642,000
Acquisition of lands for Cache National Forest.....	50,000						50,000
Acquisition of lands for Superior National Forest.....		750,000	250,000	2,000,000			3,000,000
Acquisition of lands for Wasatch National Forest.....					250,000	150,000	400,000
Acquisition of lands for national forests, special acts (receipts fund ¹).....	10,000	10,000	10,000	30,000	70,000	70,000	200,000
Total.....	160,000	860,000	560,000	2,530,000	1,282,000	900,000	6,292,000

¹ Appropriations allocated from national forest receipts.

Appropriations for recreational development, fiscal years 1960–65, Forest Service, U.S. Department of Agriculture

Fiscal year	Rehabilitation and new development	Total recreation-public use (including rehabilitation and new development)
1960.....	\$3,458,000	\$10,283,000
1961.....	6,413,000	15,180,000
1962.....	9,193,000	20,500,000
1963.....	13,165,000	26,312,136
1964.....	12,507,500	25,051,000
1965.....	11,916,000	26,105,000
Total, Forest Service appropriations.....	56,652,500	123,431,136
Accelerated public works appropriations (available fiscal years 1963–65).....	10,611,000	10,611,000
Grand total.....	67,263,500	134,042,136

CALL OF THE HOUSE

Mr. HALEY. Mr. Speaker, I make the point of order that a quorum is not present.

The SPEAKER. The gentleman from Florida makes the point of order that a quorum is not present. Evidently, a quorum is not present.

Mr. ALBERT. Mr. Speaker, I move a call of the House.

A call of the House was ordered.

The Clerk called the roll, and the following Members failed to answer to their names:

[Roll No. 246]

Alger	Baring	Carey
Anderson	Bell	Celler
Andrews, Ala.	Bolton,	Colmer
Ashbrook	Oliver P.	Cramer
Ashley	Buckley	Diggs
Avery	Burkhalter	Dingell

Appropriations to Park Service for land acquisition and development

LAND ACQUISITION

Fiscal year:	
1959.....	\$1,502,870
1960.....	1,700,000
1961.....	2,475,000
1962.....	7,600,000
1963.....	13,622,000
1964.....	5,300,000
Total.....	32,199,870

DEVELOPMENT

1959.....	48,406,800
1960.....	44,805,000
1961.....	48,823,000
1962.....	62,416,500
1963.....	61,110,500
1964.....	59,032,000
Total.....	324,593,800

¹ Includes \$5,000,000 for Point Reyes.

Mr. FRELINGHUYSEN. Mr. Speaker, reserving the right to object, I take this time to make a request of a member of the Committee on Education and Labor. What is contemplated with respect to the conference to be set up by the House? I was requested by the chairman of the full committee 3 weeks ago to give him four names as the minority members of the conference committee, which I did. Since that time I have heard a variety of rumors as to how many members will be on that committee. It was not until after the quorum call of a few minutes ago that the chairman again requested me to suggest minority members of the conference committee, but now he suggests that I name five.

Can anyone enlighten me as to how many are contemplated to be named to the conference committee?

Mrs. GREEN of Oregon. That is a matter over which I have no control whatsoever. That is up to the chairman of the full committee and the Speaker to appoint conferees.

Mr. FRELINGHUYSEN. I might say, Mr. Speaker, the gentlewoman is quite correct. She has no control over a matter of this kind. However, the informality of the action, or inaction, of the chairman compels me to object to this unanimous-consent request.

SEA LEVEL CANAL CONNECTING THE ATLANTIC AND PACIFIC OCEANS

Mr. BONNER. Mr. Speaker, I move to suspend the rules and pass the bill (S. 2701) to provide for an investigation and study to determine a site for the construction of a sea level canal connecting the Atlantic and Pacific Oceans, as amended.

The Clerk read as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the President is authorized to appoint a Commission to be composed of five men from private life, to make a full and complete investigation and study, including necessary on-site surveys, and considering national defense, foreign relations, intercoastal shipping, interoceanic shipping, and such other matters as they may determine to be important, for the purpose of determining the feasibility of, and the most suitable site for, the construction of a sea level canal connecting the Atlantic and Pacific Oceans; the best means of constructing such a canal, whether by conventional or nuclear excavation, and the estimated cost thereof. The President shall designate as Chairman one of the members of the Commission.

Sec. 2. The Commission is authorized to utilize the facilities of any department, agency, or instrumentality of the executive branch of the United States Government, and to obtain such services as it deems necessary in accordance with the provisions of section 15 of the Act of August 2, 1946 (5 U.S.C. 55a).

Sec. 3. The Commission shall report to the President for transmittal to Congress on July 31, 1965, with respect to its progress, and each year thereafter until the completion of its duties. The President shall submit such recommendations to the Congress as he deems advisable. The Commission shall continue until the President determines that its duties are completed, but not later than June 30, 1968.

EXTENDING THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Mrs. GREEN of Oregon. Mr. Speaker, I ask unanimous consent to take from the Speaker's desk the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress—federally affected areas—with House amendments thereto, insist on the House amendments and agree to the conference asked by the Senate.

The Clerk read the title of the bill.

The SPEAKER. Is there objection to the request of the gentlewoman from Oregon [Mrs. GREEN]?

land resources, through the establishment of a water resources council and river basin commissions, and by providing financial assistance to the States in order to increase State participation in such planning (H. Rept. 1877). p. 20825

12. **ROADS AND TRAILS.** The Interior and Insular Affairs Committee reported with amendment H. R. 12289, to establish a committee to develop plans for making the route traversed by Lewis and Clark from St. Louis to the Pacific Northwest (H. Rept. 1878). p. 20825

13. **EDUCATION.** Rep. Bruce objected to a request that S. 3060, to extend the National Defense Education Act and laws providing aid to schools in federally impacted areas, be sent to conference. p. 20796

14. **AREA REDEVELOPMENT.** Rep. Talcott criticized the area redevelopment program and inserted an article critical of the program. pp. 20810-1

ITEMS IN APPENDIX

15. **SMALL BUSINESS.** Extension of remarks of Rep. Evins praising Government agencies for purchasing a greater portion of their goods and services from small business concerns. p. A4560

16. **FOREIGN AID.** Sen. Fulbright inserted an article describing a constructive and imaginative new program of technical assistance to less-developed countries in fields ranging from agriculture to water purification, etc. pp. A4560-1

17. **MEAT IMPORTS.** Extension of remarks of Rep. Jensen criticizing meat-import bill and inserting an article, "L. B. J. and the Farmer." p. A4562

Extension of remarks of Rep. Berry criticizing "the inept handling of our beef import quota problem," and inserting an article, "U. S. 'Dumping' of Beef Hit." p. A4573

Rep. Beckworth inserted a letter from Texas Cattle Raisers Ass'n thanking him for supporting the beef import quota bill. p. A4579

18. **FISH; PESTICIDES.** Speech in the House by Rep. Fuqua opposing the passage of the bill to prevent injury to fish from the use of pesticides "when we are already doing this administratively." p. A4566

19. **APPALACHIAN.** Rep. Taylor inserted an article, "Appalachian Aid Bill Is Soundly Conceived." p. A4569

20. **POVERTY.** Rep. Wilson, Calif., inserted article critical of poverty program. pp. A4573-4

Rep. Abele inserted his report opposing the poverty legislation as "an election year bill." pp. A4579-80

21. **COTTON; WHEAT.** Extension of remarks of Rep. Rivers, S. C., commending the cotton-wheat bill as "producing the results sought by those of us who worked for its enactment last April." pp. A4574-5

22. **NATIONAL PARK.** Extension of remarks of Rep. Rogers expressing his support for the bill authorizing the Secretary of the Interior to accept certain lands as part of the Everglades National Park, Fla. p. A4581

23. BUDGET. H. R. 12541, by Rep. Brotzman, to amend the Legislative Reorganization Act of 1946 to provide for more effective evaluation of the fiscal requirements of the executive agencies of the Government of the United States; to Rules Committee. Remarks of author, pp. 20809-10
24. FARM LABOR. H. R. 12543, by Rep. Utt, to provide for, phase out, and to extend the use of Mexican agricultural workers under title V of the Agricultural Act of 1949, as amended; to Agriculture Committee.
25. MONOPOLIES. H. R. 12544, by Rep. Mathias, to establish a Conference on the Antitrust Laws; to Judiciary Committee. Remarks of author, pp. 20815-6

BILLS APPROVED BY THE PRESIDENT

26. CLAIMS. H. R. 6910, to provide for the settlement of claims against the United States by members of the uniformed services and civilian officers and employees of the United States for damage to, or loss of, personal property incident to their service. Approved August 31, 1964 (Public Law 88-558).
27. FOREST LANDS. H. R. 7588, to provide for enforcement of rules and regulations for the protection, development, and administration of the national forests and national grasslands. Approved August 31, 1964 (Public Law 88-537).
28. ASC COMMITTEEMEN. H. R. 9178, to amend section 8 (b) of the Soil Conservation and Domestic Allotment Act to provide 3 year staggered terms for county committeemen. Approved August 31, 1964 (Public Law 88-534).
29. MILITARY MILK. H. R. 9747, to permanently extend the special milk programs for the Armed Forces and veterans hospitals. Approved August 31, 1964 (Public Law 88-529).
30. FOREST LANDS. H. R. 10069, to authorize the exchange of lands adjacent to the Lassen National Forest in Calif. Approved August 31, 1964 (Public Law 88-524).
31. FOOD STAMP. H. R. 10222, the food stamp bill. Approved August 31, 1964 (Public Law 88-525).
32. FARM CREDIT. H. R. 10419, to amend the Farm Credit Act of 1933 to provide that part of the patronage refunds paid by a bank for cooperatives shall be in money instead of class C stock after the bank becomes subject to Federal income tax. Approved August 31, 1964 (Public Law 88-528).
33. FOOD GRAINS. H. R. 11846, to permit purchase of processed food grain products in addition to purchase of flour and cornmeal and donating the same for certain domestic and foreign purposes. Approved August 31, 1964 (Public Law 88-550).
34. HOUSING. S. 3049, the housing bill. Approved September 2, 1964 (Public Law 88-560).
35. ELECTRIFICATION. S. 1007, to guarantee electric consumers in the Pacific Northwest first call on electric energy generated at Federal hydroelectric plants in that area. Approved August 31, 1964 (Public Law 88-552).

In any event, the present Public Law 480 agreement with Egypt does not expire until late 1965. If Nasser changes his policy, Congress can reevaluate the situation. That would be more realistic leverage.

[Mr. ROSENTHAL addressed the Committee. His remarks will appear hereafter in the Appendix.]

Mr. MATTHEWS. Mr. Chairman, I move to strike the requisite number of words.

Mr. MULTER. Mr. Chairman, will the gentleman yield?

Mr. MATTHEWS. I yield to the gentleman from New York [Mr. MULTER].

Mr. MULTER. I thank the gentleman for yielding. I should like to address a question to the gentleman from New York [Mr. ROSENTHAL] if I may.

Mr. MATTHEWS. I yield to the gentleman.

Mr. MULTER. I understand the gentleman's feelings about the State Department. I do not agree with him so far as Secretary Rusk is concerned. Nevertheless, respecting his opinion and feelings with regard to the State Department, I say to him—and I feel sure he will agree with me—we can rely on President Johnson to do the right thing. The law now vests in the President of the United States, who presently is President Johnson, the discretion to stop any sales to the United Arab Republic or to any other country. I believe we ought to let this rest with the President, without this amendment, which would tie his hands.

Mr. MATTHEWS. If the gentleman will forgive me, I do not believe that was a question.

Mr. ROSENTHAL. I am willing to respond.

Mr. MATTHEWS. The gentleman from California I believe is seeking recognition. First I will yield to the gentleman from California [Mr. ROOSEVELT].

Mr. ROOSEVELT. I should like to ask the distinguished gentleman if it is correct that the present law requires the President to make a determination of an aggressor country.

Mr. MATTHEWS. That is true, in my opinion.

Mr. ROOSEVELT. In other words, it is not that he must make a determination a country is unfriendly, but he must find it is actually an aggressor. That is quite a different proposition, as it relates to the amendment of the gentleman from Ohio.

Mr. MATTHEWS. Mr. Chairman, I shall yield to other Members in a moment, if I have time remaining, but I wish very sincerely to present this point. It has been presented before.

This is not a question of whether one is pro-Israel or is against Israel. In my opinion, this is a fundamental question of the foreign policy of the United States of America.

When I came to this Congress we had a Republican President. I followed that Republican President in the shadowy areas of foreign relations. There are matters which are most difficult to decide. They are fraught with emotion.

In this particular instance I will say frankly, although I admire the gentleman from Ohio [Mr. OLIVER P. BOLTON] very much I put more credence in the judgment of the President of the United States in the direction of foreign policy, and I propose to follow his guidance. I will vote against the amendment.

Mr. OLIVER P. BOLTON. Mr. Chairman, will the gentleman yield?

Mr. MATTHEWS. I am delighted to yield to the gentleman from Ohio.

Mr. OLIVER P. BOLTON. I appreciate the gentleman's reliance upon the President. I, too, have the greatest respect for his judgment. I would say to the gentleman that we have had a condition in the world, a state of aggression which has been recognized by the United Nations, which created a special commission to go into the area to try to handle the aggression.

The Congress adopted a policy stating that we would not have Public Law 480 funds going into areas of aggression, and there has been no such determination. Therefore, with the greatest of respect for the administration and the difficulties in which they find themselves, I submit to the gentleman, going back to the comment of the gentleman from New Jersey, that this will give leverage to the program, because it will still have a year and a half to run.

Mr. MATTHEWS. Mr. Chairman, I cannot yield further at this time.

Some of my colleagues agree with the gentleman, and some I believe are more effective in their disagreement. This is a difficult area, where we would do well to follow the leadership of the President of the United States in the direction of foreign policy in this particular area.

Mr. MULTER. Mr. Chairman, will the gentleman yield?

Mr. MATTHEWS. I yield again to the gentleman from New York.

Mr. MULTER. I thank the gentleman.

I remember very well that I sat in this House with the gentleman from Florida when we tried to make the same point against an amendment directed against the State of Israel. I am happy to say that we were successful in keeping that provision from being written into law at that time, when people were claiming—without foundation, but they were claiming—that Israel was an aggressor. We kept that provision out then. I say now that we should keep this provision out, as it is directed against Israel's enemies.

Mr. ADAIR. Mr. Chairman, will the gentleman yield?

Mr. MATTHEWS. I yield to my dear friend from Indiana.

Mr. ADAIR. I would say to my beloved friend, since he has referred to this bill as one which writes foreign policy, I find it indeed strange that a bill which repeatedly, this afternoon, has been referred to as one relating to U.S. agriculture we now find it a vehicle for writing foreign policy.

Mr. MATTHEWS. I would say that is another area of shadow and I would hope my dear friend would agree with me in my interpretation of this particular area.

The CHAIRMAN. The time of the gentleman has again expired.

Mr. JOELSON. Mr. Chairman, I move to strike out the requisite number of words.

Mr. Chairman, what I am about to say may be personally impolitic, but I do not intend to be one who plays politics with the empty bellies of hungry children, whether it be domestic or international politics. That is what we are dealing with here now—hungry people.

There is no doubt in my mind that Nasser is the Hitler of the Middle East. I certainly am 101 percent anti-Nasser. Nor is there any doubt in my mind that Israel is a great democracy and constitutes a model of democracy for the Middle East. I think certainly we must do everything within our power to see that arms and armaments of war and strategic materials are kept out of the hands of Nasser and his ilk. However, I think we are playing into the hands of a dictator when we create in his own country the conditions of poverty and hunger upon which dictators feed and grow strong.

We had a debate here about Russia and the sale of wheat to that country. Many people in this House voted to give the President the power to sell wheat to Russia. I did not hear them then talking about Russia being the implacable enemy, and that did not make them pro-Russian but made them intelligent people. In that case also, just as in the case of the Arab masses, we are dealing with subjugated hungry, deceived, and desperate people.

I say to you, do not penalize these people. Do not punish them because they have been betrayed by their own leaders. This is a bill having nothing to do with armaments of war. This is a bill having to do with compassion.

I think Israel is a humanitarian government and a strong government and can protect and defend itself. I doubt very much if the idealistic leaders of Israel want us to take any action whereby their neighbors in neighboring nations will starve of hunger.

Mr. FARBSTEN. Mr. Chairman, will the gentleman yield?

Mr. JOELSON. Yes. I will yield to my friend, the gentleman from New York [Mr. FARBSTEN].

Mr. FARBSTEN. Do you suppose for a moment Mr. Nasser would have any difficulty with feeding his people if he were to sell his cotton for food? Could he not just as well feed his people that way instead of selling cotton for arms?

Mr. JOELSON. The gentleman is my friend. I heard him say before that the best way to create revolution in Egypt is by having the people starve. I am afraid I cannot go along with that point of view. I think we can beat Mr. Nasser without seeing to it that the kids of the world starve. You must remember that we have a United Nations and we have UNICEF, which is dedicated to the proposition that every kid should have a full belly. I do not want to be one to recommend that they should starve.

Mr. FARBSTEN. Is the gentleman suggesting that Nasser should be permitted to sell his cotton for arms?

Mr. GROSS. Mr. Chairman, will the gentleman yield?

Mr. JOELSON. Yes. I yield to the gentleman from Iowa.

Mr. GROSS. How did the gentleman vote on the wheat for Russia bill?

Mr. JOELSON. The same way I am going to vote today. In the best interests of the United States of America.

Mr. GROSS. But how did you vote?

Mr. JOELSON. I voted for it. And I am going to vote against this amendment which would deny absolutely the right of our President to authorize the sale of food to Egypt.

Mr. GROSS. That is what I thought.

Mr. JOELSON. And I am being entirely consistent, just as the gentleman from Iowa is consistent in his opposition to everything.

Mr. DERWINSKI. Do I interpret the gentleman's position correctly to be that he feels dictators should be supported regardless?

Mr. JOELSON. Absolutely not. My position is we should not punish innocent people because cynical dictators have betrayed them.

Mr. DERWINSKI. In other words, you would rather subsidize a dictator than have his people permitted to change their government.

Mr. JOELSON. I do not believe in subsidizing dictators. I look upon giving missiles and arms as subsidizing them, but I do not believe that feeding weak children is subsidizing dictators.

Mr. OLIVER P. BOLTON. Mr. Chairman, will the gentleman yield?

Mr. JOELSON. I yield to the gentleman.

Mr. OLIVER P. BOLTON. The gentleman does not know, I am sure, under title II of this bill the President has authority to grant food to any country and their people that are in need regardless of whether they are defined as friendly or not.

Mr. JOELSON. I realize that.

Mr. OLIVER P. BOLTON. I thank the gentleman.

Mr. JOELSON. I yield back the balance of my time.

(Mr. COOLEY asked and was given permission to extend his remarks at this point in the RECORD.)

[Mr. COOLEY addressed the Committee. His remarks will appear hereafter in the Appendix.]

Mr. COOLEY. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker having resumed the chair, Mr. HARRIS, Chairman of the Committee of the Whole House on the State of the Union, reported that that Committee having had under consideration the bill (H.R. 12298) to extend the Agricultural Trade Development and Assistance Act of 1954, and for other purposes, had come to no resolution thereon.

TO AMEND AND EXTEND NATIONAL DEFENSE EDUCATION ACT OF 1958 AND TO EXTEND PUBLIC LAWS 815 AND 874

Mr. GIBBONS. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress—federally affected areas—with House amendments thereto, insist upon the House amendments, and agree to the conference requested by the Senate.

The SPEAKER. Is there objection to the request of the gentleman from Florida?

Mr. BRUCE. Mr. Speaker, I object.

COMMITTEE ON INTERIOR AND INSULAR AFFAIRS

Mr. ASPINALL. I ask unanimous consent that the Committee on Interior and Insular Affairs have until midnight to file a conference report on S. 1123 and on S. 27.

The SPEAKER. Is there objection to the request of the gentleman from Colorado?

There was no objection.

CONFERENCE REPORT (H. REPT. No. 1882)

The committee of conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 1123) to provide for the construction of the Lower Teton division of the Teton Basin Federal reclamation project, Idaho, and for other purposes, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the Senate recede from its disagreement to the amendment of the House and agree to the same with an amendment as follows:

In lieu of the matter inserted by the House amendment insert the following:

That, in order to assist in the irrigation of arid and semiarid lands in the upper Snake River Valley, Idaho, to provide facilities for river power opportunities created thereby and, as incidents to the foregoing purposes, to enhance recreational opportunities and provide for the conservation and development of fish and wildlife, the Secretary of the Interior is authorized to construct, operate, and maintain the Lower Teton division of the Teton Basin Federal reclamation project. The principal engineering features of the said project shall be a dam and reservoir at the Fremont site, a pumping plant, powerplant, canals and water distribution facilities, ground water development, and related facilities in the upper Snake River Valley, Idaho. In the construction, operation, and maintenance of the said project and project works the Secretary shall be governed by the Federal reclamation laws (Act of June 17, 1902 (32 Stat. 388), and Acts amendatory thereof and supplementary thereto). The project shall be operated consistent with the existing agreements as to storage rights in the Federal reclamation reservoirs in the upper Snake River Basin.

SEC. 2. The period provided in subsection (d) of section 9 of the Reclamation Project Act of 1939, as amended, for repayment of construction costs properly allocable to any block of lands and assigned to be repaid by

the irrigators may be extended to fifty years, exclusive of a development period, from the time water is first delivered to that block, or as near that number of years as is consistent with the adoption and operation of a repayment formula as therein provided. Costs allocated to irrigation in excess of the amount determined by the Secretary to be within the ability of the irrigators to repay within a fifty-year period shall be returned to the reclamation fund from revenues derived by the Secretary from the disposition of power marketed through the Bonneville Power Administration and attributable to Federal projects in Idaho.

SEC. 3. (a) The Secretary is authorized to construct, operate, and maintain or otherwise provide for basic public outdoor recreation facilities, to acquire or otherwise to include within the division area such adjacent lands or interests therein as are necessary for public recreation use, to allocate water and reservoir capacity to recreation, and to provide for the public use and enjoyment of division lands, facilities, and water areas in a manner coordinated with the other division functions. The Secretary is authorized to enter into agreements with Federal agencies or State or local public bodies for the operation, maintenance, or additional development of division lands or facilities, or to dispose of division lands or facilities to Federal agencies or State or local public bodies by lease, transfer, conveyance, or exchange upon such terms and conditions as will best promote the development and operation of such lands and facilities in the public interest for recreation purposes. The costs of the aforesaid undertakings, including costs of investigation, planning, Federal operation and maintenance, shall be nonreimbursable. Nothing herein shall limit the authority of the Secretary granted by existing provisions of law relating to recreation development of water resource projects or to disposition of public lands for recreation purposes.

(b) Costs of means and measures to prevent loss of and damage to fish and wildlife resources shall be considered as project costs and allocated as may be appropriate among other division functions.

SEC. 4. (a) The Secretary is authorized to amend contracts heretofore made under the Acts of September 30, 1950 (64 Stat. 1083), and of August 31, 1954 (68 Stat. 1026), whereby the water users assumed an obligation for winter power replacement based on the winter water savings program at the Minidoka powerplant to relieve the contractors ratably by one-third of that obligation, and to make new contracts under these Acts on a like basis. To the extent such annual obligations are reduced, the cost thereof shall be included in the cost to be absorbed by the power operations of the Federal power system in Idaho.

(b) The actual construction of the facilities herein authorized shall not be undertaken until at least 80 per centum of the conservation capacity in Fremont Reservoir is under subscription, nor until negotiations have been undertaken in accordance with the provisions of (a) of this section.

(c) No construction shall be undertaken on facilities of the Lower Teton division which are required solely to provide a full water supply to lands in the Rexburg Bench area until the Secretary has submitted his report and finding of feasibility on this phase of the division to the President and to the Congress.

SEC. 5. There is hereby authorized to be appropriated for the construction of the Lower Teton division of the Teton Basin Federal reclamation project, the sum of \$52,000,000, plus or minus such amounts, if any, as may be justified by reason of ordinary

Digest of CONGRESSIONAL PROCEEDINGS

OFFICE OF
BUDGET AND FINANCE

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OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

Washington, D. C. 20250

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U. S. Department of Agriculture

Issued Sept. 16, 1964
For actions of Sept. 15, 1964
38th - 2nd; No. 176

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HIGHLIGHTS: Sen. Hruska commended deletion of pastureland improvement provision from Appalachia bill. Sen. McGovern inserted speech urging use of surplus commodities as instrument of foreign policy. Sen. Hruska commended enactment of water resources research bill. House subcommittee tabled bill to encourage industrial utilization of wheat products. House Rules Committee rejected motion to reconsider smoking and health research bill.

SENATE

1. FOREIGN AID. Continued debate on reapportionment amendments to H. R. 11380, the foreign aid authorization bill. pp. 21408-14, 21416-30, 21434
2. APPALACHIA. Sen. Hruska commended the deletion of the provision in the Appalachia bill providing for a pastureland improvement program in the Appalachian area, criticized this Department's support of the provision, and stated that it was "absurd to use Federal funds to induce more people to go into the cattle business." pp. 21414-5

3. FARM SURPLUSES; FOREIGN TRADE. Sen. McGovern commended the productive capacity of American farmers and inserted a speech by the president of the Chicago Board of Trade reviewing agricultural failures in Communist countries and urging that the U. S. use its ability to produce abundantly as an instrument of foreign policy. pp. 21402-3
4. COFFEE. Sen. Javits inserted a letter from the State Department stating that the International Coffee Council has established export quotas for the coffee year beginning October 1, 1964, at 48.5 million bags. pp. 21404-5
5. WATER RESOURCES RESEARCH. Sen. Hruska commended the enactment of legislation to provide an expanded water resources research program and reviewed current water resource problems, particularly in Nebr. pp. 21415-6
6. TEXTILE IMPORTS. Sen. McIntyre expressed concern over "the ever-growing threat to our country's shoe and textile industries represented by unfair imports of cheap shoes and textiles," and urged the Government to take action to restrict such imports. p. 21437
7. EXPENDITURES. Sen. Metcalf inserted several tables summarizing Federal payments to States and local governments, including payments under various programs of this Department. pp. 21440-45
8. AIR POLLUTION. Sen. Muskie inserted an article on the efforts of Federal, State and local governments to combat air pollution. pp. 21398-401
9. WATER POLLUTION. Sen. Keating inserted resolutions of several N. Y. counties urging enactment of legislation for an expanded matching grant program for the control of water pollution. pp. 21388-9
10. RADIATION. Sen. Hart inserted an article stating that there had been a decrease in radioactive fallout. pp. 21397-8

HOUSE

11. TOBACCO. The "Daily Digest" states that the Rules Committee rejected a motion to reconsider H. J. Res. 915, to direct the Secretary of Agriculture to conduct research into the quality and health factors of tobacco. D770
12. WHEAT. The "Daily Digest" states that a subcommittee of the Agriculture Committee tabled H. R. 12018, to encourage the industrial utilization of wheat products. p. D770
13. EDUCATION. The "Daily Digest" states that the Rules Committee "granted a rule sending to conference S. 3060, to amend and extend the National Defense Education Act amendments." p. D770
14. SCIENTIFIC RESERVE. The "Daily Digest" states that the Rules Committee "granted an open rule, with 1 hour of debate, on H. R. 1096, to authorize the Secretary of the Interior to cooperate with the State of Wisconsin in the designation of proposed Ice Age National Scientific Reserve." p. D770
15. FEED GRAIN PROGRAM. Rep. Hoeven criticized that part of Secretary Freeman's recent Iowa speech referring to the feed grain program. p. 21486

Daily Digest

HIGHLIGHTS

Senate worked on foreign aid bill, rejecting two substitutes for pending amendment on reapportionment.

House sent Social Security bill to conference.

Senate

Chamber Action

Routine Proceedings, pages 21387-21408

Bills Introduced: Six bills and one resolution were introduced, as follows: S. 3186-3191; and S. Con. Res. 98. Page 21390

Bills Reported: Reports were made as follows:

H.R. 5759, private bill (S. Rept. 1560);

H.R. 2859, giving the Supreme Court power to prescribe rules of practice and procedure under the Bankruptcy Act (S. Rept. 1561);

H.J. Res. 753, designating October 15 as White Cane Safety Day (S. Rept. 1562);

S. 1225, 1339, 2119, 2583, 2653, 2689, 2736, 2767, 2789, 2868, 2952, 3064, 3132, 3133, H.R. 1851, 3642, and 5042, private bills (S. Repts. 1563-1579);

H.R. 9435, to improve judicial procedures for serving documents, obtaining evidence, and proving documents in litigation with international aspects (S. Rept. 1580);

S. 2286 and H.R. 1853, private bills (S. Repts. 1581-1582);

H.R. 11626, authorizing payment of expenses incident to the evacuation of dependents of military personnel from Panama and Cyprus (S. Rept. 1583); and

H.R. 2512, providing protection for members of the National Guard who incurred disability while performing duties in addition to regularly scheduled drills, with amendment (S. Rept. 1584). Pages 21389-21390

Sundry Appointments: It was announced that President pro tempore has made the following appointments to the U.S. delegation to the NATO Parliamentary Conference to be held in Paris November 16-20: Senators Fulbright, Bayh, Gore, Jordan of North Carolina, Pell, Mundt, Javits, Jordan of Idaho, and McIntyre; and as alternates Senators Burdick, Muskie, and Kuchel.

It was also announced that President pro tempore has appointed Senator Sparkman in lieu of Senator Fulbright as a delegate to the British Commonwealth Parliamentary Conference in Jamaica November 15-22. Page 21388

Foreign Aid—Reapportionment: Senate worked on H.R. 11380, fiscal 1965 authorizations for the foreign

aid program, rejecting the following two amendments as substitutes for the Dirksen-Mansfield amendment providing for stay of proceedings for reapportionment of State legislatures:

By 40 yeas to 42 nays (motion to reconsider tabled), modified Javits-McCarthy-Humphrey substitute to state it to be sense of Congress that in any proceedings for reapportionment of State legislatures reasonable time should be accorded States involved to conform to U.S. Constitution consistent with their electoral procedures and with State constitutions and also in event a proposed amendment to the U.S. Constitution relating thereto has been submitted by Congress to States for ratification, such fact should be taken into consideration in framing a decree for relief; and by 21 yeas to 56 nays, Thurmond amendment to substitute the language of the House-passed "Tuck bill" (H.R. 11926, to limit jurisdiction of Federal courts in reapportionment cases).

Pending at adjournment was Dirksen-Mansfield reapportionment amendment.

Pages 21408-21414, 21416-21430, 21434

Record Votes: Two record votes were taken today.

Pages 21421, 21430

Confirmations: The following nominations were confirmed: Mrs. Frankie Muse Freeman, of Missouri, to be a member of the Commission on Civil Rights; and five judicial nominations. Page 21463

Nomination: One civilian nomination was received.

Page 21463

Program for Wednesday: Senate met at noon and adjourned at 5:22 p.m. until 11 a.m. Wednesday, September 16, when it will continue on H.R. 11380, foreign aid—reapportionment. Pages 21434, 21463

Committee Meetings

(Committees not listed did not meet)

COMMITTEE BUSINESS

Committee on the Judiciary: Committee, in executive session, ordered favorably reported H.R. 2859, giving the

Supreme Court power to prescribe rules of practice and procedure under the Bankruptcy Act; S. 1541, providing punishment for violation of laws relating to the place-

ment or adoption of babies; one private immigration bill (S. 2413); and two private claims bills (H.R. 1851 and S. 2414).

House of Representatives

Chamber Action

Bills Introduced: Three public bills, H.R. 12608-12610; seven private bills, H.R. 12611-12617; and two resolutions, H.J. Res. 1174 and 1175, were introduced.

Pages 21521-21522

Social Security: The House disagreed to Senate amendments to H.R. 11865, Social Security amendments of 1964; agreed to a conference requested by the Senate; and appointed as conferees Representatives Mills, King of California, Boggs, Byrnes of Wisconsin, and Curtis.

Page 21464

Private Calendar: Passed the following bills on the call of the Private Calendar:

Cleared for the President: S. 584, 1737, 1966, 1986, 1999, 2205, 2629, and 2812.

Also adopted S. Con. Res. 66 without amendment.

Sent to the Senate without amendment: H.R. 5853, 5978, 6008, 10879, and H.J. Res. 1157.

Sent to the Senate, amended: S. 1640, S. Con. Res. 92, H.R. 2306, 6184, 8967, 9406, 10198, and H.J. Res. 1159.

Passed over without prejudice: S. 353, 2063, 2163, 2599, 2673, H.R. 1219, 2706, 2728, 2747, 4758, 5145, 5898, 6183, 6479, 6839, 7176, 9029, 9286, 9430, 9647, 9949, 10242, 10259, 10725, 11468, 11469, 11484, and 11485.

Pages 21467-21474

Program for Wednesday: Adjourned at 12:47 p.m. until Wednesday, September 16, 1964, at 12 o'clock noon.

Committee Meetings

WHEAT

Committee on Agriculture: Subcommittee on Wheat tabled H.R. 12018, to encourage the industrial utilization of wheat products. Testimony was given by representatives from the Department of Agriculture and industrial witnesses.

D.C. CORRECTIONAL INDUSTRIES FUND

Committee on the District of Columbia: Subcommittee No. 2 ordered reported favorably to the full committee S. 1082, to create a revolving fund to be used for the performance of services and production of commodities which will contribute to the rehabilitation of the inmates

of institutions in the Department of Corrections of the District of Columbia.

GHANA

Committee on Foreign Affairs: Subcommittee on Africa held an informal executive session and heard seven regional commissioners from Ghana.

NDEA AMENDMENTS

Committee on Rules: Granted a rule sending to conference S. 3060, to amend and extend the National Defense Education Act amendments.

Testimony was given on the request for a rule by Representatives Powell, Green, and Quie.

CONGRESSIONAL PAGES

Committee on Rules: Ordered reported favorably to the House H. Res. 847, to create a select committee to study general welfare and education of congressional pages.

Testimony was given on the resolution by Representatives Powell and Green.

ICE AGE RESERVE

Committee on Rules: Granted an open rule, with 1 hour of debate, on H.R. 1096, to authorize the Secretary of the Interior to cooperate with the State of Wisconsin in the designation of proposed Ice Age National Scientific Reserve.

Testimony was given on the request for a rule by Representatives Morris, Saylor, and Van Pelt.

SSA AMENDMENTS

Committee on Rules: Representatives Mills, Byrnes, and King of California were heard on the request for a rule to send to conference the bill H.R. 11865, the Social Security Act amendments. However, no action was taken by the committee.

OPTOMETRY

Committee on Rules: Representatives Green and Quie were heard on the request for a rule on H.R. 8546, to establish loans to students of optometry; however, the committee deferred action on the measure.

SMOKING AND HEALTH RESEARCH

Committee on Rules: Motion for reconsideration failed on H.J. Res. 915, regarding smoking and health research.

Digest of CONGRESSIONAL PROCEEDINGS

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OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

Washington, D. C. 20250

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HIGHLIGHTS: Sen. Humphrey urged expansion of rural housing loan program and watershed program. Sen. McGovern criticized Sen. Goldwater's farm policy statements and defended administration policies. Sen. McGovern urged continuation of food for peace aid to Yugoslavia and Poland. Rep. Findley criticized wheat program.

SENATE

1. **FOREIGN AID.** Continued debate on reapportionment amendments to H. R. 11380, the foreign aid authorization bill. pp. 21548, 21553-65, 21574-5, 21576-94
2. **HOUSING LOANS; WATERSHEDS.** Sen. Humphrey commended and urged expansion of the rural housing loan program and the watershed program and inserted articles commending the programs. pp. 21547-8
3. **FARM PROGRAM.** Sen. McGovern criticized farm policy statements of Sen. Goldwater, reviewed accomplishments of the administration's farm program, and cited several studies on possible results if certain farm programs should be discontinued. pp. 21559-64

4. PUBLIC LAW 480. Sen. McGovern defended trade with Yugoslavia and Poland under the Public Law 480 program and urged that a House amendment to the bill extending the program which would prohibit further trade with these countries be eliminated in conference. pp. 21565-7
5. MINERALS. Sen. Dominick urged increased exploration and production of silver to meet the increasing demand for the metal. pp. 21594-8
6. ELECTRIFICATION. Received from the Administrator of REA a report on the approval of a loan to the Louisiana Electric Cooperative, Inc., of New Roads, La., in the amount of \$56,521,000, for the financing of certain generation and transmission facilities. p. 21532
7. PERSONNEL; PAY. Received from the Joint Committee on Reduction of Nonessential Federal Expenditures a report on Federal employment and pay for July 1964. pp. 21533-7

HOUSE

8. EDUCATION. Conferees were appointed on S. 3060, to amend and extend the National Defense Education Act and laws providing aid to schools in federally impacted areas. Senate conferees have already been appointed. p. 21523
9. WHEAT PROGRAM. Rep. Findley criticized the wheat certificate plan, which he claimed "is robbing most American farmers of at least 11 cents on each bushel of wheat they market." pp. 21523-4
10. POVERTY; APPALACHIA. Rep. Utt denounced passage of the poverty bill and the proposed Appalachia program. pp. 21525-6
11. LANDS. The Rules Committee reported a resolution for consideration of H. R. 1096, to authorize the Secretary of the Interior to cooperate with Wisc. in the designation and administration of the Ice Age National Scientific Reserve. p. 21531
12. ELECTRIFICATION. Received a Newberry, S.C., petition requesting that a permit be issued to Duke Power Co. to construct a stream generating plant at Middleton Shoals, S.C. p. 21531
13. LEGISLATIVE PROGRAM. Rep. Albert announced that Mon. is Consent Calendar day, on Tues. the 1965 supplemental appropriations bill will be considered, and on Wed. and the balance of the week H. R. 1096, authorizing the designation and administration of the Ice Age National Scientific Reserve in Wisc., will be considered. pp. 21524-5

ITEMS IN APPENDIX

14. ALASKA. Extension of remarks of Rep. Rivers, Alaska, giving an "outline of the accomplishments thus far attained in Alaska in overcoming the great earthquake disaster of last March." pp. A4709-11
15. PERSONNEL. Extension of remarks of Sen. Yarborough inserting his speech, "The Welfare of the Federal Worker," and objecting to an article commenting on the speech as a "complete distortion." pp. A4712-3



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No. 177

House of Representatives

The House met at 12 o'clock noon.

Rev. Edward G. Latch, Metropolitan Memorial Methodist Church, Washington, D.C., offered the following prayer:

Eternal God, our Father, so high above us that we cannot comprehend Thee and yet so deep within us that we cannot escape Thee, make Thyself real to us as we pray today.

Tired are we of our littleness and we pray that Thou wilt lift us into the fellowship of great minds. Tired are we of our thoughts of discouragement and disappointment and pray that Thou wilt lift us into the companionship of great hearts that in their fellowship our faith may be renewed, our hope strengthened, and our courage confirmed.

Bless Thou the citizens of our country and the leaders of our people. May they and we in these days be wise with Thy wisdom, strong in Thy power, and faithful in Thy faithfulness to us. According to our needs may the riches of Thy grace enter our hearts. In Jesus' name we pray. Amen.

THE JOURNAL

The Journal of the proceedings of yesterday were read and approved.

AMENDING AND EXTENDING THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Mr. POWELL. Mr. Speaker, I ask unanimous consent to take from the Speaker's desk the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), insist upon the House amendments thereto and agree to the conference asked for by the Senate.

The Clerk read the title of the bill.

The SPEAKER. Is there objection to the request of the gentleman from New York?

Mr. BRUCE. Mr. Speaker, reserving the right to object, and I shall not object at this time, there has been a great deal of concern on the side of the minority as to what the approach is going to be in the conference committee. We are

not at this point completely assured that the House position is going to be firmly maintained. We also recognize the importance of this legislation and feel that we cannot any longer take the position of objecting, although we feel, from the standpoint of many of us, that there are some objectionable possibilities coming out of this conference report. It is our firm hope that the House Members of the conference committee will stand as firmly as humanly possible for the House position on this piece of legislation.

Mr. Speaker, I withdraw my reservation of objection.

The SPEAKER. Is there objection to the request of the gentleman from New York? The Chair hears none and appoints the following conferees: Mr. POWELL, Mr. PERKINS, Mrs. GREEN of Oregon, Mr. BRADEN, Mr. ROOSEVELT, Mr. SICKLES, Mr. GIBBONS, Mr. DENT, Mr. FRELINGHUYSEN, Mr. QUIE, Mr. GOODELL, Mr. GRIFFIN, and Mr. FINDLEY.

WHEAT DUMPING HURTS FARM PRICES

(Mr. FINDLEY asked and was given permission to extend his remarks at this point in the RECORD).

Mr. FINDLEY. Mr. Speaker, the dismal failure of the Johnson farm program is nowhere better demonstrated than in the wheat certificate plan which is robbing most American farmers of at least 11 cents on each bushel of wheat they market.

If Agriculture Secretary Freeman would stop his unprecedented dumping of Government wheat, the price to farmers would quickly rise to the world price, a gain of at least 11 cents per bushel. The U.S. Department of Agriculture is currently pricing Soft Red Winter wheat—the variety widely grown in the Midwest—in export position, Baltimore, at \$1.61. This places U.S. wheat 11 cents below the world market price.

However, under the Johnson-Freeman wheat program, the exporter must purchase from the U.S. Government an export certificate amounting to 25 cents for each bushel of wheat he contracts to move overseas.

As a result, the export price of U.S. wheat is boosted 14 cents per bushel over the world price. As a next step in this ridiculous rigmarole, the U.S. Department of Agriculture pays the shipper a 14-cent-per-bushel export subsidy to make him competitive in the world market.

Meanwhile, Secretary Freeman is dumping massive amounts of Government wheat on the local market at the lowest price permitted by law—and thus keeps domestic prices below world prices.

To summarize, our Government dumps wheat at home to keep farm prices down, levies what amounts to an export tax to price U.S. wheat above the world market and then pays an export subsidy to bring it down again.

Obviously, if no export certificate were required, U.S. wheat prices would rise at least to the world market level. Moreover, there would then be no need for an export subsidy to move domestic wheat abroad, and the saving to taxpayers on this subsidy alone would reach an estimated \$100 million annually.

This contradictory, indefensible, and patently silly program is costing wheat producers who refused to sign up in the 1964 wheat program at least 11 cents a bushel on this year's crop. And it should be pointed out that nearly two-thirds of the Nation's wheatgrowers—82 percent in Illinois—elected to stay out of the program.

The farmer who complied will, of course, receive a 25-cent-per-bushel subsidy on that part of his crop which moves into the export market. His gain will be offset many times over by the loss sustained by noncompliers as a result of the wheat program operation.

To insure absolutely that there will be no increase in domestic wheat prices which would benefit noncomplying farmers, the USDA continues to dump its price-depressing surpluses on the market in competition with farmer sales of wheat. Since July 1, the Government has sold 90 million bushels of wheat to the private grain trade, double the amount for the same period a year earlier. In addition, USDA has devised a further penalty for Midwestern pro-

ducers of Soft Red Winter wheat. The Government has boycotted Soft Red wheat under title I of Public Law 480, thus keeping this wheat from many potential outlets overseas.

CONGRATULATIONS TO GEN. THOMAS S. POWER

(Mr. CUNNINGHAM asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. CUNNINGHAM. Mr. Speaker, it is reported that when Gen. Thomas S. Power was told that the only subjects that upset Chairman Nikita Khrushchev were God and SAC, a big grin came across the general's face, and he happily replied: "That puts SAC in pretty good shape."

America's Strategic Air Command is indeed in perfect shape and Americans, as well as the free world, can thank the untiring efforts of the man who has headed almost 90 percent of the free world's airpower since July 1, 1957. When General Power is forced to retire on November 30, he will leave a legacy not often matched by a retiring military professional. As we think of his 7 years as commander of SAC, we see:

His position—as the director of the free world's nuclear airpower.

His powers—as large and effective as any military man today.

His deep concerns—many and crucial, involving the security of the Western alliance.

His purpose—peace by deterrence.

His plan—superior airpower.

And his primary concern for SAC—increasing reliability and efficiency. That there is peace today strongly suggests that General Power has been most successful in this demanding job.

During his 7 years as commander of SAC, General Power became an important member of the Omaha, Nebr., community. His civic efforts will be long remembered.

Not only for the people of the Second District and for myself, but for all the Members of the House of Representatives, I send congratulations to Gen. Thomas Power for a job well done.

MILITARY ASSISTANCE TO INDIA

(Mr. GROSS asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GROSS. Mr. Speaker, it ought to be a jolt to the foreign aiders in Congress to learn that India, the beneficiary of at least 5 billion of our handout dollars, is now buying the latest model supersonic Mig fighter planes and other military weapons including tanks from Communist Russia.

Under a 5-year military aid agreement this administration has agreed to give India \$60 million a year in grants and \$50 million a year in credits. This is for military assistance alone and does not include economic assistance and handouts under Public Law 480.

Thus "Uncle Sucker" continues to spoon-feed India, that paragon of neu-

trality, while it takes our money, either directly or indirectly, to help beef up the Communist economy, while depriving American workers of jobs.

How stupid can this administration be?

SOCIAL SECURITY ACT AMENDMENTS OF 1964

(Mr. RUMSFELD asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. RUMSFELD. Mr. Speaker, I wish to express my wholehearted support for the Senate amendment to H.R. 11865, the Social Security Act Amendments of 1964, which would increase the annual earnings limitation for those who receive social security benefits, and urge the House conferees, now meeting on H.R. 11865, to accept this amendment.

Under existing law, social security beneficiaries can earn up to \$1,200 annually without losing any benefits, but for each dollar earned above \$1,200 and up to \$1,700 the beneficiary loses 50 cents in benefits, and for each dollar earned above \$1,700 per year, the beneficiary loses \$1 in benefits.

The Senate amendment would increase the annual earnings limitation to \$1,500 and would provide that for every dollar earned between \$1,500 and \$3,000 a beneficiary would lose 50 cents in benefits and for every dollar earned over \$3,000 a beneficiary would lose \$1 in benefits.

In July, 1963, I sponsored a bill, H.R. 7449, to raise the earnings limitation provision in the Social Security Act. The Senate amendment now being considered partly accomplishes the goal of my bill. The earnings limitation of \$1,200 a year has not been changed since 1954, whereas during that period, wage rates and living costs have substantially increased.

The present \$1,200 annual earnings limitation penalizes those persons who must work in order to augment their social security benefits and discourages many elder citizens who have valuable skills that can contribute materially to the economic well-being of the Nation. The present limitation is discriminatory, in that persons who are over 72 years of age are permitted unlimited earnings without loss of benefits and individuals receiving investment income as opposed to earnings, are not denied benefits.

Mr. Speaker, our Government continues to seek ways and means of improving the lot of our elder citizens, and this is one of the best and most immediate ways we can help those who wish to help themselves.

TRIBUTE TO DINAH KOHNER AND PROJECT HOPE

(Mr. GALLAGHER asked and was given permission to address the House for 1 minute.)

Mr. GALLAGHER. Mr. Speaker, just 1 hour ago the great, white hospital ship, the SS *Hope*, returned to the United States after a 10-month mission to Ecuador.

Aboard her when she docked in New York City this morning were 87 Ameri-

can physicians, surgeons, dentists, nurses, and medical technicians who made up the permanent staff of the floating medical center. Another 165 doctors—many of them specialists—served without pay for 2-month periods.

In 10 months these dedicated Americans gave training to 200 Ecuadorian doctors and three-fourths of Ecuador's registered nurses; performed 1,000 major surgeries; treated 50,000 persons; inoculated half a million, and distributed 200,000 pints of milk to a country which is 80 percent undernourished.

Mr. Speaker, I regret to inform you that one member of the *Hope* staff is not returning home. She is 28-year-old Dinah Kohner.

Dr. Kohner, of Belfast, North Ireland, died last week from injuries sustained in a plane crash deep in the jungles of Ecuador, where her work with undernourished children had earned the gratitude of that nation. She was called a guardian angel by the Ecuadorian press.

Mr. Speaker, I wish to pay tribute to Dinah Kohner and her colleagues of Project Hope. They have made great contributions in this country's continuous war against poverty, sickness, and communism.

LEGISLATIVE PROGRAM

(Mr. HALLECK asked and was given permission to address the House for 1 minute.)

Mr. HALLECK. Mr. Speaker, I make this request for the purpose of inquiring of the majority leader as to the program for the remainder of the week and what he can tell us about next week. I realize, Mr. Speaker, making this request at this time is a little unusual, because it is not the end of the legislative week; however, probably it would be very helpful to many of our Members who are away and to some who would like to get away if they could know at this time what the situation is.

Mr. ALBERT. Mr. Speaker, will the gentleman yield?

Mr. HALLECK. I yield to the gentleman from Oklahoma.

Mr. ALBERT. No further business is contemplated for the remainder of this week. In response to the gentleman, Monday is Consent Calendar Day. There will be no suspensions. Tuesday the supplemental appropriations bill for 1965 will be considered.

On Wednesday and the balance of the week H.R. 1096, authorizing the Secretary of the Interior to cooperate with the State of Wisconsin in the designation and administration of the Ice Age National Scientific Reserve in the State of Wisconsin, will be considered with an open rule and 1 hour of debate. Also, House Resolution 847, to create a select committee to conduct a study and investigation of all factors relating to the general welfare and education of congressional pages, will be considered.

I might advise Members that three very important conference reports are outstanding and that Members should govern themselves accordingly. Any time after Monday of this week any of

HOUSE

Sept. 24, 1984

14. APPALACHIA. Rep. Cramer submitted minority views on H. R. 11946, the Appalachian bill, which he said "demonstrate why this bill should be defeated." pp. 21994-22001
15. RECREATION. Rep. Roush urged bipartisan support of the establishment of an Indiana Dunes National Park. p. 21989
16. LEGISLATIVE ACCOMPLISHMENTS. Reps. McLoskey and Nelsen reviewed major legislative accomplishments of the 88th Congress. pp. 21993-4, 22009-11
17. LANDS. Rep. Rogers, Tex., inserted three speeches delivered during a panel discussion concerning the use of public lands in the immediate future. pp. 22001-5
18. WATERSHEDS. The "Daily Digest" states that the Public Works Committee "approved eight watershed projects." p. D791
19. EDUCATION. The "Daily Digest" states that the conferees agreed to file a report on S. 3060, to amend and extend the National Defense Education Act. p. D792
20. ADJOURNED until Mon., Sept. 28. p. 22023

ITEMS IN APPENDIX

21. FARM PROGRAM. Extension of remarks of Rep. Fraser inserting excerpts from an address by Walter F. Mondale, Minn. attorney general "which clearly shows how Barry Goldwater has either changed his position on farm policy or is engaging in some very confusing campaign rhetoric," and suggesting that "those farmers who prefer no disaster to slow disaster will vote this November for Lyndon Johnson and Hubert Humphrey." pp. A4865-6
22. LEGISLATIVE ACCOMPLISHMENTS. Extension of remarks of Rep. Kelly reporting on legislation enacted by the 88th Congress, including her support of Public Law 480 "with reluctance, because it needs vast revision." pp. A4867-70

BILLS INTRODUCED

23. FARM PROGRAM. H. R. 12682, by Rep. O'Konskie, a self-help plan under which agricultural commodity producers would be able to obtain a fair and equitable share of the national income; to Agriculture Committee.
24. MEAT IMPORTS. H. R. 12687, by Rep. O'Konskie, to restrict imports of meat and meat products in the United States; Ways and Means Committee.
25. FOREIGN TRADE. S. 3220, by Sen Williams, to amend the Export Control Act of 1949; to Banking and Currency Committee. Remarks pp. 22080-2

Committee Meetings

(Committees not listed did not meet)

APPROPRIATIONS—SUPPLEMENTAL, 1965

Committee on Appropriations: Committee concluded its hearings on H.R. 12633, making supplemental appropriations for fiscal year 1965, after receiving testimony from Eugene P. Foley, Administrator, Small Business Administration; and Francis Keppel, Commissioner of Education, Department of HEW.

Committee will meet in executive session on Tuesday, September 29, to mark up this bill.

SMALL BUSINESS INVESTMENT ACT

Committee on Banking and Currency: Committee announced that it had ordered favorably reported S. 3199, vesting in the Small Business Administrator authority to administer title V of the Small Business Act, which title relates to loans to State and local development companies.

COMMITTEE BUSINESS, AND INVESTIGATION OF SENATE EMPLOYEES

Committee on Rules and Administration: Committee, in executive session, ordered favorably reported S. 3162,

relating to the disclosure of names of witnesses who have appeared before committees sitting in executive session (amended); S. Res. 365, authorizing the printing of the prayers of the Chaplain of the Senate for the 87th and 88th Congresses (amended); S. Res. 369, to print additional copies of a committee print entitled "East-West Trade—A Compilation of Views of Businessmen, Bankers, and Academic Experts"; S. Res. 371, to print as a Senate document a report on the implementation of the Humphrey amendment to the Foreign Assistance Act; H.J. Res. 793, authorizing the United Spanish War Veterans to erect a memorial in the District of Columbia or its environs; and three original resolutions authorizing payment of gratuities to survivors of three deceased Senate employees.

Also, committee received a report from the chairman on preliminary steps which have been taken and plans which have been made in connection with reopening the investigation of financial and business activities of Senate employees and former Senate employees, as directed by S. Res. 367, adopted September 10.

House of Representatives

Chamber Action

Bills Introduced: 14 public bills, H.R. 12682–12695; 2 private bills, H.R. 12696 and 12697; and 5 resolutions, H.J. Res. 1179–1181, H. Con. Res. 366, and H. Res. 888, were introduced.

Page 22024

Bills Reported: Reports were filed as follows:

Conference report on S. 745, to provide for adjustments in annuities under the Foreign Service retirement and disability system (H. Rept. 1898); and

Report of the Committee on Interstate and Foreign Commerce entitled "World Newsprint Supply-Demand Outlook Through 1966" (H. Rept. 1899).

Page 22024

D.C. Legislation: Agreed to make in order on Tuesday the consideration of legislation pertaining to the District of Columbia.

Page 21987

Legislative Program: The legislative program for the week of September 28–October 3 was announced by the majority leader. Agreed to House adjournment from Thursday to Monday.

Pages 21990–21991

Calendar Wednesday: Agreed to dispense with Calendar Wednesday business of September 30.

Page 21991

Program for Monday: Adjourned at 12:29 p.m. until Monday, September 28, 1964, at 12 o'clock noon.

Committee Meetings

WATERSHED PROJECTS

Committee on Public Works: Met in executive session and approved eight watershed projects.

Prior to the full committee meeting the Subcommittee on Watershed Development met in open and executive session and approved eight watershed projects and reported them to the full committee. Testimony was given by Representatives Duncan and Harding; and representatives of the Soil Conservation Service, Department of Agriculture.

A statement was presented for the record by Representative Stephens.

Joint Committee Meetings

SOCIAL SECURITY

Conferees continued, in executive session, to resolve the differences between the Senate- and House-passed versions of H.R. 11856, proposed amendments to the Social Security Act, including medicare amendment, but did not reach final agreement, and will meet again Tuesday, September 29.

DEFENSE EDUCATION

Conferees, in executive session, agreed to file a conference report on the differences between the Senate- and House-passed versions of S. 3060, proposed amendments to the National Defense Education Act, including a 3-year extension of that act, and a 1-year extension of impacted areas legislation.

and Pacific Oceans. Signed September 22, 1964 (P.L. 88-609).

BILL SIGNED BY THE PRESIDENT

New Law

(For last listing of public laws, see DIGEST, p. D781, September 21, 1964)

S. 2701, to provide for study to determine a site for construction of a sea level canal between the Atlantic

COMMITTEE MEETINGS FOR FRIDAY,
SEPTEMBER 25

(All meetings are open unless otherwise designated)

Senate

Committee on Labor and Public Welfare, Railroad Retirement Subcommittee, on H.R. 12362, relating to social security benefits for spouses of retired railroad employees, 10 a.m., 4232 New Senate Office Building.

House

No committee meetings are scheduled.



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Digest of CONGRESSIONAL PROCEEDINGS

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BUDGET AND FINANCE

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OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

Washington, D. C.

20250

Official Business

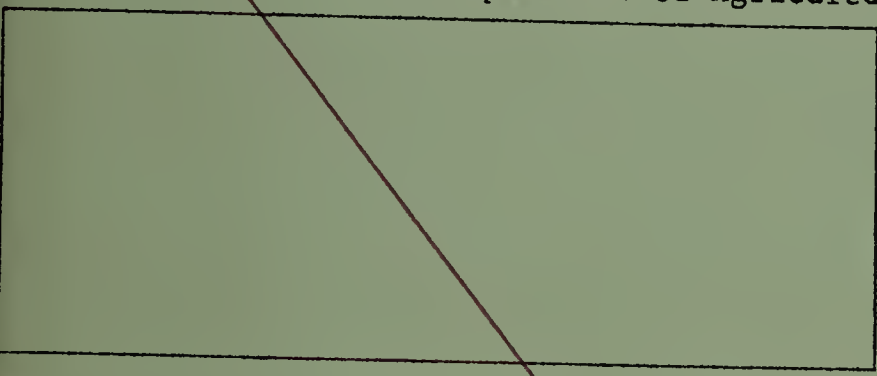
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Issued Oct. 1, 1964

For actions of Sept. 30, 1964

88th-2nd; No. 188



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HIGHLIGHTS: See page 4.

SENATE

1. SUGAR; TARIFFS. Passed with amendments H. R. 12253, to amend certain of the tariff schedules (pp. 22503-4, 22507-21, 22522-24, 22526-36, 22538-41). Conferees were appointed (p. 22541). House conferees have not yet been appointed.

Agreed to the following amendments:

By Sen. Bennett (for himself and several other Senators), 37 to 23, to extend the foreign quota provisions of the Sugar Act until June 30, 1965, to leave the fee on the global sugar quota intact at the full rate, and keep the fee on statutory sugar quotas applicable from Jan. 1 to June 30, 1965 at 30 percent of the full rate on global sugar, and to permit domestic beet and mainland cane sugar areas to market up to 275,000 tons of beet and 225,000 tons of cane, respectively, of the extra sugar produced at Government request in 1963, but which they are now unable to market without congressional action. pp. 22508-21, 22522-24, 22526-32

By Sen. Williams, Del., to permit the manufacture of polyhydric alcohols from sugar. p. 22511

Rejected the following amendment:

- By Sen. Inouye, 27 to 34, to strike out the provision in the Bennett amendment which would permit domestic beet and mainland cane sugar areas to market additional sugar. pp. 22516-21, 22522-24
2. SUPPLEMENTAL APPROPRIATION BILL, 1965. Began debate on the bill, H. R. 12633. pp. 22541-44
 3. LANDS. Passed without amendment H. R. 6218, to authorize additional extensions of time for final proof by certain entrymen under the desert land laws and to make such additional extensions available to the successors in interest of the entrymen. This bill will now be sent to the President. p. 22544
 4. COTTON ALLOTMENTS; ESTES. Sen. McClellan submitted for printing the report of the Permanent Subcommittee on Investigations, "Department of Agriculture Handling of Pooled Cotton Allotments of Billie Sol Estes" (S. Rept. 1607). p. 22476
 5. PERSONNEL; PAY. Received the report of the Joint Committee on Reduction of Nonessential Federal Expenditures on Federal employment and pay for August 1964. pp. 22476-80
 6. MARKETING. Sen. Hart expressed regret that action has not been taken to enact truth-in-packaging legislation this congress. pp. 22494-5
 7. DISASTER RELIEF; LOANS. Sen. Bartlett commended Federal and private assistance given to Alaska as a result of damage caused by the earthquake, including assistance by this Department in relieving liability in certain cases of REA and FHA loans in Alaska. pp. 22487-95
 8. NATURAL RESOURCES. Sen. Metcalf inserted the comparative voting records of President Johnson, when he was a Member of the Senate, and Sen. Goldwater, on conservation, recreation, and resource development legislation. pp. 22497-500
 9. EDUCATION. Sen. Morse inserted a summary prepared by the Office of Education of the contents of the conference version of S. 3060, the National Defense Education Act Amendments, including assistance to schools in federally impacted areas. pp. 22501-03
 10. FEDERAL SPENDING. Sen. Long, La., inserted an article reviewing the President's efforts to reduce Federal expenditures, "Tight Fist and Open Mind." p. 22544
 11. CONSERVATION. Sen. Brewster commended the conservation measures passed by this Congress and inserted an editorial, "The Conservation Congress." p. 22552
 12. LEGISLATIVE PROGRAM. Sen. Mansfield listed a number of measures still to be considered this session of Congress and suggested the possibility of recessing Congress this Sat. until after the Nov. elections. pp. 22536-8
- HOUSE
13. FOREST ROADS. The Public Works Committee reported with amendment S. 1147, to enable the Secretary of Agriculture to construct and maintain an adequate system of roads and trails for the national forests (H. Rept. 1920). p. 22472

14. FOREIGN AID. Rep. Johansen objected to Rep. Morgan's request to send H. R. 11380, the foreign aid authorization bill, to conference (p. 22438). The Rules Committee then reported a resolution to send the bill to conference (p. 22472).
15. WATERSHEDS. The Public Works Committee approved work plans for the following watersheds: Home Supply, Colo.; Beaverdam Creek, Ga.; South Fork of Little River, Ga.; Crabtree Creek, N. C.; Four-Mile Creek, Okla.; Three and Twenty Creek, S. C.; Montpelier Creek, Ida.; and Sutherlin Creek, Ore.; to Appropriations Committee. p. 22429
The "Daily Digest" states that the Public Works Committee "also approved a watershed project for South Anna River, Va.; a navigation survey for Port Everglades, Fla.; and a flood control survey resolution for Shoal Creek, Ill." p. D806
16. EDUCATION. Received the conference report on S. 3060, to amend and extend the National Defense Education Act of 1958 and laws providing aid to schools in federally impacted areas (H. Rept. 1916) (pp. 22438-42). As reported from conference the bill includes provisions as follows: Extends the act for 3 additional years. Extends the laws providing aid to schools in federally affected areas for 1 additional year.
17. HOLIDAY. Rep. Fino urged action on Sen. Keating's bill to make Columbus Day a national holiday and inserted letters from constituents expressing appreciation for efforts in this direction. pp. 22454-7
18. WHEAT. Rep. Kyl stated that "the 'dumping' practices of the Agriculture Department are depressing farm prices and posing other crisis for our farmers." p. 22459
19. LEGISLATIVE ACCOMPLISHMENTS. Rep. Reid, Ill., reviewed some of the major legislation enacted into law in the 88th Congress. pp. 22469-70
20. APPROPRIATIONS. The Rules Committee reported a resolution for the consideration of H. J. Res. 1183, making continuing appropriations for the fiscal year 1965. p. 22472
21. RECLAMATION. The Rules Committee reported a resolution for the consideration of H. R. 6151, to increase the appropriation authorization for the completion of the construction of the irrigation and power systems of the Flathead Indian irrigation project, Mont. p. 22472
22. LEGISLATIVE PROGRAM. Rep. Albert announced that on Thurs. the appropriation continuation measure and the conference report on the National Defense Education Act amendments will be called up. pp. 22430, 22463

ITEMS IN APPENDIX

23. PESTICIDES; RESEARCH. Extension of remarks of Rep. Whitten urging increased efforts "to find and use all means to protect ourselves and our source of food from insects and disease," and quoting from the report on USDA appropriations, "The Pesticide Residue Problem." pp. A4957-9
24. APPALACHIA. Extension of remarks of Rep. Friedel expressing his support for the proposed Appalachian program and inserting an article, "Appalachia in Maryland." p. A4969

25. TRANSPORTATION. Rep. Pelly inserted a speech discussing the current problems of the domestic water transportation industry. pp. A4974-5
26. AREA REDEVELOPMENT. Rep. Holland inserted a AFL-CIO United Steelworkers resolution stating support of the ARA program. pp. A4977-8
27. LEGISLATIVE ACCOMPLISHMENTS. Extension of remarks of Rep. Minshall inserting his report on the accomplishments of the 2nd session of the 88th Congress. pp. A4999-5001
28. WATERSHEDS; FOREST SERVICE. Extension of remarks of Rep. Tollefson objecting to Forest Service's proposed opening of the Green River, Wash. watershed to public travel and recreation and inserting an article on this subject. p. A5001

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HIGHLIGHTS: Senate agreed to sugar amendment to tariff bill. Senate debated supplemental appropriation bill. Senate committee submitted report on Estes cotton allotment case. Rep. Kyl claims wheat "dumping practices" of USDA are depressing farm prices. House committee reported forest roads and trails authorization bill. Rep. Whitten defended use of chemical pesticides and inserted excerpt from report on USDA appropriations.

EXTENSION AND AMENDMENT OF NATIONAL DEFENSE
EDUCATION ACT OF 1958 AND PUBLIC LAWS 815 AND
874, 81ST CONGRESS

SEPTEMBER 30, 1964.—Ordered to be printed

Mr. POWELL, from the committee of conference, submitted the
following

CONFERENCE REPORT

[To accompany S. 3060]

The committee of conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the Senate recede from its disagreement to the amendment of the House and agree to the same with an amendment as follows:

In lieu of the matter proposed to be inserted by the House amendment insert the following: *That this Act may be cited as the "National Defense Education Act Amendments, 1964."*

TITLE I—AMENDMENTS OF TITLE I

AMENDMENT OF STATEMENT OF FINDINGS

SEC. 101. *The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out "which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology".*

SCHOOLS OF NURSING

SEC. 102. *The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by striking out "private" and by striking out "(3)", and by inserting before the period at the end thereof the following: ", and includes any school of nursing as defined in subsection (l) of this section".*

ADDITIONAL DEFINITIONS

SEC. 103. Section 103 of such Act is amended by adding at the end thereof the following:

"(l) The term 'school of nursing' means a public or other nonprofit collegiate or associate degree school of nursing.

"(m) The term 'collegiate school of nursing' means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.

"(n) The term 'associate degree school of nursing' means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.

"(o) The term 'accredited' when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education."

TITLE II—AMENDMENTS OF TITLE II

APPROPRIATIONS AUTHORIZED

SEC. 201. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out "and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education" and inserting in lieu thereof "\$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June 30, 1966, \$190,000,000 for the fiscal year ending June 30, 1967, and \$195,000,000 for the fiscal year ending June 30, 1968, and such sums for the fiscal year ending June 30, 1969, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1968, to continue or complete their education".

ALLOTMENTS TO STATES

SEC. 202. Section 202 of the National Defense Education Act of 1958 is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1968".

PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

SEC. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is further amended by striking out subsection (b) and by striking out "(a)" after "SEC. 203."

CONDITIONS OF AGREEMENTS

SEC. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

"(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic background; and"

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

TERMS OF LOANS

SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

"(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student."

(b) (1) Paragraph (1) of subsection (b) of such section 205 is amended to read as follows:

"(1) such a loan shall be made only to a student who (A) is in need of the amount of the loan to pursue a course of study at such institution, and (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study, and (C) has been accepted for enrollment as a student in such institution or, in the case of a student already attending such institution, is in good standing there either as an undergraduate, graduate, or professional student, and (D) is carrying at least one-half the normal full-time academic workload as determined by the institution;"

(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out "and (D)" and inserting in lieu thereof the following: "(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)";"

(3) Subparagraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be canceled for service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum

of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service;"

(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: "in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)".

(c) The amendment made by subsection (a) shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment.

DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

SEC. 206. Section 206 of the National Defense Education Act of 1958 is amended by striking out "1969" wherever it appears therein and inserting in lieu thereof "1972".

TITLE III—AMENDMENTS OF TITLE III

EXTENSION OF TITLE

SEC. 301. Title III of the National Defense Education Act of 1958 is amended by striking "TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION" as it appears as the heading of that title, and inserting in lieu thereof:

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS".

APPROPRIATIONS AUTHORIZED

SEC. 302. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

"APPROPRIATIONS AUTHORIZED

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$90,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment and for minor remodeling, described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$10,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding

fiscal years, for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

ALLOTMENTS TO STATES

SEC. 303. (a) The second sentence of subsection (a)(2) of section 302 of the National Defense Education Act of 1958 is amended by striking out "as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959" and inserting in lieu thereof "between July 1 and August 31 of each even-numbered year beginning with calendar year 1964".

(b) The third sentence of such subsection is amended to read as follows: "Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965."

(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out "\$20,000" wherever it appears therein and inserting in lieu thereof "\$50,000".

STATE PLANS

SEC. 304. (a) Clause (A) of section 303(a)(1) of the National Defense Education Act of 1958 is amended to read as follows: "(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment, and printed and published materials (other than textbooks), suitable for use in providing education in science, mathematics, history, civics, geography, modern foreign language, English, or reading in public elementary or secondary schools, or both, and of testgrading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter, and".

(b) Paragraph (5) of section 303(a) is amended by striking out "and modern foreign languages" and inserting in lieu thereof "history, civics, geography, modern foreign languages, English, and reading".

PAYMENTS TO STATES

SEC. 305. The second sentence of subsection (b) of section 304 of such Act is amended by striking out "five" and inserting in lieu thereof "eight".

INTEREST RATES

SEC. 306. Paragraph (3) of subsection (b) of section 305 of such Act is amended by striking out "as of the last day of the month" and inserting in lieu thereof the following: "as computed at the end of the fiscal year next".

TITLE IV—FELLOWSHIPS

SEC. 401. Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:

“NUMBER OF FELLOWSHIPS

“SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed three thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed six thousand such fellowships, and during each of the two succeeding fiscal years, he is authorized to award not to exceed seven thousand five hundred such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years.”

AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

SEC. 402. (a) The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958 is amended to read as follows: “Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one thousand five hundred of such fellowships awarded during the fiscal year ending June 30, 1965, and not less than one-third of such fellowships awarded during the three succeeding fiscal years shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c).” The second sentence of subsection (a) of such section is amended by striking out “, and” at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof.

(b) Section 403(b) of such Act is amended by striking out “under this title” and inserting in lieu thereof “as described in clause (1) of subsection (a)”, and by inserting before the period at the end thereof the following: “, and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education”.

(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

“(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

“(d) No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term ‘school or department of divinity’ means an institution, or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects.”

(d) *The amendments made by this section shall become effective July 1, 1964.*

FELLOWSHIP STIPENDS

SEC. 403. Section 404(a) of the National Defense Education Act of 1958 is amended (1) by striking out "after the baccalaureate degree", and (2) by adding at the end thereof the following: "Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents."

TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

APPROPRIATIONS AUTHORIZED

SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out "and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year," and inserting in lieu thereof "\$17,500,000 for the fiscal year ending June 30, 1964, \$24,000,000 for the fiscal year ending June 30, 1965, \$24,500,000 for the fiscal year ending June 30, 1966, and \$30,000,000 for each of the two succeeding fiscal years,".

STATE PLANS

SEC. 502. Paragraphs (1) and (2) of section 503(a) of the National Defense Education Act of 1958 are amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

"(2) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions."

PAYMENTS TO STATES

SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out "five" and inserting in lieu thereof "eight".

(b) Section 504(b) of such Act is amended by striking out “, who are not below grade 7,” and by striking out “six” and inserting in lieu thereof “nine”, and by inserting after “schools” the first time it appears the following: “, or junior colleges or technical institutes,”.

JUNIOR COLLEGES AND TECHNICAL INSTITUTES

SEC. 504. Title V of the National Defense Education Act of 1958 is amended by inserting after section 504 the following new section:

“DEFINITIONS

“SEC. 505. For the purposes of this title, the term ‘junior colleges or technical institutes’ means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor’s degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge, and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located.”

COUNSELING AND GUIDANCE TRAINING INSTITUTES

SEC. 505. Section 511 of such Act is amended to read as follows:

“AUTHORIZATION

“SEC. 511. (a) There are hereby authorized to be appropriated \$6,250,000 for the fiscal year ending June 30, 1959, \$7,250,000 for the fiscal year ending June 30, 1960, and for each of the eight succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are engaged, or are teachers preparing to engage, in counseling and guidance of students in elementary or in secondary schools or in institutions of higher education, including junior colleges and technical institutes as defined in section 505.

“(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent.”

TITLE VI—LANGUAGE DEVELOPMENT

EXTENSION OF TITLE

SEC. 601. (a) *Section 601 of the National Defense Education Act of 1958 is amended by striking out "1965" wherever it appears therein and inserting in lieu thereof "1968".*

(b) *Section 603 of such Act is amended to read as follows:*

"APPROPRIATIONS AUTHORIZED

"SEC. 603. *There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, \$16,000,000 for the fiscal year ending June 30, 1967, and \$18,000,000 for the fiscal year ending June 30, 1968, to carry out the provisions of this title.*"

REPEALER

SEC. 602. *Effective July 1, 1964, title VI of the National Defense Education Act of 1958 is amended by striking out the center heading "Part A—Centers and Research and Studies" and by striking out part B thereof.*

TITLE VII—UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

EXTENSION OF PROGRAM

SEC. 701. *Section 763 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "nine succeeding fiscal years".*

TITLE VIII—MISCELLANEOUS

STATE ADMINISTRATION

SEC. 801. (a) *Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended by inserting before the semicolon "and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports".*

(b) *Subparagraph (3) of such section 1004(a) is amended by inserting before the period at the end thereof "(including such funds paid by the State to the local educational agencies)".*

EXTENSION OF STATISTICAL SERVICES PROGRAM

SEC. 802. *Section 1009(a) of the National Defense Education Act of 1958 is amended by striking out "six" and inserting in lieu thereof "nine".*

TITLE IX—ADDITIONAL TITLE

SEC. 901. (a) The National Defense Education Act of 1958 is amended by adding at the end thereof the following new title:

"TITLE XI—INSTITUTES

"AUTHORIZATION OF INSTITUTES

"SEC. 1101. There are authorized to be appropriated \$32,750,000 for the fiscal year ending June 30, 1965, and each of the three succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—

"(1) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, reading, or English in elementary or secondary schools,

"(2) who are engaged in or preparing to engage in the teaching of disadvantaged youth and are, by virtue of their service or future service in elementary or secondary schools enrolling substantial numbers of culturally, economically, socially, and educationally handicapped youth, in need of specialized training; except that no institute may be established under this title for teachers of disadvantaged youth unless such institute will offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth,

"(3) who are engaged as, or preparing to engage as, library personnel in the elementary or secondary schools, or as supervisors of such personnel, or

"(4) who are engaged as, or are preparing to engage as, educational media specialists.

"STIPENDS

"SEC. 1102. Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

TITLE X—AMENDMENTS OF TABLE OF CONTENTS

SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

(1) by striking out

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION"

and inserting in lieu thereof

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS";

(2) by inserting after

"Sec. 504. Payments to States."

the following:

"Sec. 505. Definitions.";

(3) by striking out

"PART A—CENTERS AND RESEARCH AND STUDIES";

(4) by striking out

"PART B—LANGUAGE INSTITUTES

"Sec. 611. Authorization.";

(5) by inserting at the end thereof the following:

"TITLE XI—INSTITUTES

"Sec. 1101. Authorization of institutes.

"Sec. 1102. Stipends."

TITLE XI—FEDERALLY AFFECTED AREAS

AMENDMENTS TO PUBLIC LAW 815

SEC. 1101. (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out "1965" and inserting in lieu thereof "1966".

(b) Subsection (b) of section 14 of such Act is amended by striking out "1965" each time it appears therein and inserting in lieu thereof "1966".

(c) Paragraph (13) of section 15 of such Act is amended by inserting "the District of Columbia," after "Guam,".

(d) Paragraph (15) of section 15 of such Act is amended by striking out "1962-1963" and inserting in lieu thereof "1963-1964".

AMENDMENTS TO PUBLIC LAW 874

SEC. 1102. (a) Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out "1965" each place where it appears and inserting in lieu thereof "1966".

(b) Section 9(8) of such Act is amended by inserting "the District of Columbia," after "Guam,".

COMPREHENSIVE STUDY

SEC. 1103. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the

12 EXTENSION OF NATIONAL DEFENSE EDUCATION ACT OF 1958

Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

And the House agree^d to the same.

ADAM C. POWELL,
CARL D. PERKINS,
EDITH GREEN,
JOHN BRADEMAs,
JAMES ROOSEVELT,
CARLTON R. SICKLES,
SAM M. GIBBONS,
JOHN H. DENT,

Managers on the Part of the House.

WAYNE MORSE,
PAT McNAMARA,
RALPH YARBOROUGH,
JOSEPH S. CLARK,
JENNINGS RANDOLPH,
WINSTON L. PROUTY,
J. JAVITS,

Managers on the Part of the Senate.

STATEMENT OF THE MANAGERS ON THE PART OF THE HOUSE

The managers on the part of the House at the conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), submit the following statement in explanation of the effect of the action agreed upon by the conferees and recommended in the accompanying conference report:

The House amendment strikes out all of the Senate bill after the enacting clause and inserts a substitute. The Senate recedes from its disagreement to the amendment of the House, with an amendment which is a substitute for both the Senate bill and the House amendment.

In most respects the substitute agreed upon in conference is like the House amendment. The differences between the House amendment and the substitute are noted in the following outline, except for incidental changes made necessary by reason of agreements reached by the conferees and minor and clarifying changes.

Extension of National Defense Education Act.—The Senate bill extended the programs provided for in the National Defense Education Act of 1958 (hereinafter called the act) for 3 additional years beyond its present expiration date of June 30, 1965. The House amendment extended the act for only 2 additional years. The substitute agreed upon in conference extends the act for 3 additional years.

Extension and amendment of Public Laws 815 and 874, 81st Congress.—The Senate bill extended Public Laws 815 and 874, 81st Congress, relating to construction and maintenance and operation of schools in federally affected areas, for 2 additional years and made such laws applicable to the District of Columbia. The House amendment extended these laws for 1 additional year. The conference substitute adopts the House position with respect to the extension of the acts, but adopts the Senate provisions with respect to the inclusion of the District of Columbia.

In including the District of Columbia under the Federal impact legislation (Public Laws 815 and 874) the conferees are well aware that Congress authorizes a Federal payment to the District from general revenues each year for governmental purposes in the District Appropriation Act. We also are aware that this payment is justified because of the large federally owned real estate holdings in the District which cannot be taxed for local purposes and because of other financial burdens imposed on the District government due to the fact that it is the location of the Nation's Capital. Nevertheless, we believe the District also should be included under the impact area laws and receive the educational benefits these programs provide. A number of cogent reasons may be given for this inclusion, chief of which is the fact that the District of Columbia is one of the most heavily impacted school

districts in the Nation, as judged by the criteria in Public Law 815 and Public Law 874, and should be treated the same as every jurisdiction in the Nation.

It is the intention of the conferees that the Federal impact funds to be received by the District under Public Law 874 be used by the Board of Education solely for educational purposes, and that they be in addition to the funds made available for education in the District of Columbia budget. It also is the opinion of the conferees that insofar as is consistent with good educational administration, these funds be used to improve the quality and standards of the educational offerings in the underprivileged attendance areas of the city. The Superintendent of Schools is requested to report to the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor on the ways in which the availability of these funds during the year has improved the educational program for the children in the low income areas.

Amendments of title I.—The House bill defines the term “school of nursing” and specifies that these schools will be considered as institutions of higher education for the purposes of the student loan title of the act. The Senate bill contained no similar provision. In retaining this provision in the conference substitute the conferees did not intend to make changes in existing laws. The inclusion of the definition is merely to insure the continuation of existing administrative practice.

Amendments of title II.—The Senate bill authorized appropriations of \$145,000,000 for the fiscal year 1965, \$165,000,000 for the fiscal year 1966, \$180,000,000 for the fiscal year 1967, and \$195,000,000 for the fiscal year 1968 for carrying out title II of the act (relating to student loan programs).

The House bill authorized the appropriation of \$163,300,000 for the fiscal year 1965, \$179,300,000 for the fiscal year 1966, and \$200,000,000 for the fiscal year 1967 for carrying out title II.

The conference substitute authorizes the appropriation of \$163,300,000 for the fiscal year 1965, \$179,300,000 for the fiscal year 1966, \$190,000,000 for the fiscal year 1967, and \$195,000,000 for the fiscal year 1968 for this purpose.

The Senate bill provided for special consideration in getting loans to “(A) students with a superior academic background who express a desire to teach in elementary or secondary schools, and (B) other students with a superior academic background”. The House amendment provided for such special consideration for students with superior academic background. The conference substitute is like the House amendment; but in omitting the mention of persons expressing a desire to teach, the conferees do not wish to indicate any belief that the importance of obtaining teachers for the Nation’s elementary and secondary schools has in any way lessened.

The Senate bill permitted institutions of higher education to make loans to part-time students who are carrying at least one-half the normal full-time academic load. The House amendment contained no similar provisions. The conference substitute adopts this provision of the Senate bill.

Amendments of title III.—The Senate bill authorizes the appropriation of \$90,000,000 for each fiscal year for grants to States to assist

them to acquire certain equipment. The House amendment authorizes the appropriation of \$70,000,000 per fiscal year for this program. The substitute agreed to in conference adopts the authorization in the Senate amendment. The Senate bill also authorizes the appropriation of \$10,000,000 annually for State supervisory services and administration. The House authorized \$5,000,000 annually for this purpose. The substitute is like the Senate bill.

The present law authorizes grants for the acquisition of equipment suitable for use in providing education in science, mathematics, or modern foreign language. The Senate bill broadened these categories to include history, civics, geography, English, or remedial reading.

The House amendment broadened these existing categories to include reading and English when taught to persons for whom English is a second language, and also authorized grants for the acquisition of wall maps and globes.

The substitute agreed upon in conference adopts the categories in the Senate provision, except that the House category of reading is included instead of the more limited category of remedial reading contained in the Senate bill.

The same differences existed between the Senate amendment and the House bill with respect to the categories in which assistance can be given for supervisory and related services. These differences are resolved in the same manner as the above.

Amendments of title IV.—The Senate bill authorized the Commissioner of Education to award 5,000 fellowships for graduate study during the fiscal year 1965, 7,500 during the fiscal year 1966, and 10,000 during the fiscal years 1967 and 1968.

The House amendment authorized the Commissioner to award 3,000 such fellowships during the fiscal year 1965, 5,000 during the fiscal year 1966, and 6,500 during the fiscal year 1967.

The conference substitute authorizes the Commissioner of Education to award 3,000 fellowships for graduate study during 1965, 6,000 during fiscal year 1966, and 7,500 during fiscal years 1967 and 1968.

The Senate bill provides that of the fellowships to be awarded during a fiscal year not less than one-third of those to be awarded in fiscal years 1965 and 1966, and not less than 2,500 for each fiscal year thereafter, shall be awarded to persons who will study in new or expanded graduate programs approved by the Commissioner under section 403(a). The House amendment provides that for fiscal year 1965, 1,500 of the fellowships awarded must be for study in such new or expanded programs, and that thereafter one-third of such fellowships must be for study in such new and expanded programs. The conference substitute adopts the House provision in this instance.

Amendments of part A of title V.—The Senate bill authorized the appropriations of \$25,000,000 for the fiscal year 1965, \$25,500,000 for the fiscal year 1966, \$32,500,000 for the fiscal year 1967, and \$37,500,000 for the fiscal year 1968 for carrying out part A of title V (relating to grants for State programs of guidance, counseling, and testing).

The House amendment authorized the appropriation of \$23,500,000 for the fiscal year 1965 and the fiscal year 1966, and \$28,500,000 for the fiscal year 1967 for this purpose.

The conference substitute authorizes the appropriation of \$24,000,000 for the fiscal year 1965, \$24,500,000 for the fiscal year 1966, and \$30,000,000 for the fiscal years 1967 and 1968.

The Senate bill altered the present law to extend Federal assistance for State testing and guidance and counseling programs to all grades of elementary and secondary schools and to junior colleges and technical institutes. The present act allows Federal assistance only for testing and for guidance and counseling in the seventh and succeeding grades in elementary and secondary schools. The only change in the existing law made by the House amendment was to permit Federal assistance for guidance and counseling in all grades of elementary and secondary schools. The conference substitute follows the Senate bill.

The Senate bill also contained a provision, which was not in the House amendment, broadening the type of counseling and guidance which can be assisted to include advising students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields. The conference substitute includes this provision.

Amendments of part B of title V.—The Senate bill made several changes in part B of title V of the act which relates to counseling and guidance training institutes. The House amendment contained provisions for guidance and counseling institutes which were, with one exception, the same in substance as those contained in the Senate bill. However, the House provisions were included in a new title XI which grouped all types of institutes in one place. The exception is that under the Senate bill the institutes would be for individuals who are engaged, or are teachers preparing to engage in counseling and guidance of students in elementary or secondary schools or in institutions of higher education, including junior colleges and technical institutes. In contrast, the House amendment provided that the institutes would be for individuals who are engaged, or are preparing to engage in elementary or secondary schools as counseling and guidance personnel.

The conference substitute adopts the provisions of the Senate bill, except that where the Senate bill authorized the appropriation of \$10,000,000 for each fiscal year, the substitute authorizes the appropriation of \$7,250,000.

Amendments of title VI.—The sums authorized to be appropriated were the same in the Senate bill and House amendment, except that the House amendment provided no such authorization for the fiscal year 1968 since it did not extend the program into that year. The conference substitute adopts the Senate authorization of \$18,000,000 for the fiscal year 1968. For a description of the conference action with respect to part B of this title, see the discussion of the new title XI.

New title XI.—The House amendment added a new title to the act which authorized the Commissioner to arrange with institutions of higher education for carrying out institutes for advanced study for persons in a number of specified fields. These fields included the two fields covered by existing law—that is, guidance and counseling and modern foreign language (including English when taught to persons for whom English is a second language). It then adds provisions for institutes for reading, and for teachers of disadvantaged youth in connection with specified types of schools, and librarians (and supervisors) in elementary or secondary schools. Since the guidance and

counseling and modern foreign language institutes would be taken care of in this title, the House bill repealed part B of title V and part B of title VI.

The Senate amendment did not create a new title. Instead it provided for the continuation of the guidance and counseling institutes under title V, and broadened the permissible types of institutes in title VI. The new types of institutes were for school librarians and educational media specialists and for persons who engaged in or are preparing to engage in the teaching, or supervising or training of teachers, of history, civics, geography, English, or remedial reading.

The conference substitute, as has been described, retains the guidance and counseling institutes in part B of title V. The remainder of the institutes are authorized in the new title XI. The new title retains all the categories of institutes provided in the House amendment. In addition it includes educational media specialists and the categories of history, English, and geography from the Senate bill. In agreeing to the inclusion of geography, it is the understanding of the managers on the part of the House, that that "geography" does not include the field of study known as geopolitics.

ADAM C. POWELL,
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Managers on the Part of the House.



tendent in charge of what must be the most famous bit of historical ground in all America, and asked why there were no more portraits of North Carolinians visible other than that of Richard Dobbs Spaight.

Anderson had what he apparently considered a ready answer. He said the National Park Service, which is under the jurisdiction of the Department of the Interior and which took over the supervision and maintenance of this historical area by act of Congress in 1951, is currently engaged in a vast refurbishing job as a part of the NPS's Mission 66.

This Mission 66, designed to help preserve many of America's most historical areas, will hardly be completed insofar as Independence National Park is concerned by 1966. It may be 1976, as one park service employee told the visiting Tar Heel.

Anderson said there are numerous pictures of America's early statesmen stored in the vault of the old First Bank of the United States. But he did not know how many of them are portraits of such North Carolinians as William Hooper, John Penn, and Joseph Hewes, who bravely signed the Declaration of Independence and incurred the wrath of King George III of Great Britain, or was it England at that time?

Nor did he know whether that vault in a bank, where the Nation's first bank robbery was said to have occurred under the very noses of those early statesmen, contains portraits of the three North Carolinians who signed the Federal Constitution in 1787.

Superintendent Anderson did attempt to locate the curator, but he could not be found.

Those North Carolina signers of the Federal Constitution in 1787 at the Constitutional Convention in September of that year were:

Dr. Hugh Williamson, a Member of Congress and who is buried near his old hometown of Edenton.

William Blount, a Member of the Continental Congress and who is buried near Windsor.

And Richard Dobbs Spaight, Governor of North Carolina from 1792 to 1795 and later Member of Congress from 1798 to 1801.

Since this is Constitution Week, it is appropriate that mention should be made that the 54 delegates met in Independence Hall from May 25, 1787, and labored for 4 months before they fashioned a U.S. Constitution, which has been much amended and, to hear some people, much flouted since its adoption in September 1787.

But it was not until 1789 that North Carolina ratified the Federal Constitution at the North Carolina Convention of 1789 held in the old State House in Fayetteville. The reason was that many North Carolinians did not like some parts of that Constitution then even as some do not like it now.

But the touring Tar Heel, making his first visit to Philadelphia, liked what he saw. He saw and admired the Liberty Bell. He saw where a modern touch to this old cradle of American Liberty has been given by the placing of a bronze marker in front of Independence Hall where the late President John F. Kennedy stood on July 4, 1962, and made his famed "Unity of Nations" speech. But he thought then—and thinks now—that this historical area, visited annually by more than 2 million people, ought to have more about North Carolina than it now has.

of me regarding the agreements reached by the conference committee on S. 3060, the bill to expand and extend the National Defense Education Act and its impacted area legislation.

As Senators are aware, it is planned that this matter will be brought up first in the House of Representatives at an early date. However, in order that the basic funds breakdown under the conference report may be available to Senators, I ask unanimous consent that there appear at this point in my remarks a summary by the Office of Education of the contents of the conference version of S. 3060, title by title together with a series of tables relating to certain of the titles.

There being no objection, the summary and tables were ordered to be printed in the RECORD, as follows:

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS, S. 3060, AMENDMENTS AGREED UPON BY SENATE-HOUSE CONFEREES, SEPTEMBER 24, 1964

CONFERENCE REPORT

Three-year extension of the entire act.

TITLE I—GENERAL PROVISIONS

After reference to imbalances in our educational programs omits the language: "which have led to an insufficient proportion of our population educated in science, mathematics and modern foreign languages and trained in technology."

TITLE II—STUDENT LOANS

Increases authorization to \$163.3 million in fiscal year 1965 from present \$135 million, \$179.3 million in 1966, \$190 million in 1967, and \$195 million in 1968.

Removes annual institutional ceiling of \$800,000.

Extends loan program to accredited post-secondary business schools and technical institutions, public, and nonprofit private.

Defines eligible institutions of higher education to make specific reference to public and other nonprofit collegiate and associate degree schools of nursing.

Eliminates special consideration provision for prospective elementary school teachers and for students with superior background in science, mathematics, engineering, and language. Replaces with provision giving priority for the granting of loans to students with "superior academic background."

Increases yearly limit on loans to graduate and professional students from \$1,000 to \$2,500; Increases aggregate limit for such students from \$5,000 to \$10,000.

Authorizes institutions to extend moratorium on loan repayments (but not on accrual of interest) to part-time students.

Extends "forgiveness" to teachers in nonprofit private elementary and secondary schools and institutions of higher education.

Allows part-time students carrying at least a one-half academic workload to receive loans.

TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS

Expands the program for equipment acquisition and State supervision by adding English, reading, history, geography, civics; Increases authorization from present \$70 million annually to \$90 million for acquisition of equipment; from present \$5 million annually to \$10 million for State supervision and administration.

Provides for promulgation of allotment ratio biennially, and increases the minimum yearly allotment to each State to \$50,000.

Authorizes schools to use equipment for other subjects "if there exists a critical need therefor."

Provides for the computation of the rate of interest on loans to nonprofit private schools for each fiscal year rather than for each month.

TITLE IV—NATIONAL DEFENSE FELLOWSHIPS

Increases maximum number of fellowships to 3,000 in fiscal year 1965; 6,000 in 1966; 7,500 in 1967; and 7,500 in 1968. In fiscal year 1965, one-half of the fellowships, and not less than one-third of the fellowships in fiscal years 1966, 1967, and 1968 must be in "new or expanded" study programs.

In determining number of fellowships to be awarded for study at any one institution, Commissioner must consider national and regional need for facilities.

Limits award to include any person studying for a Ph. D. and intending to teach, or continue to teach, in an institution of higher education.

No awards for study at a "school or department of divinity."

Adjusts fellowship stipends for full calendar year of study and permits awards for any 3 years of graduate study.

TITLE V—GUIDANCE, COUNSELING, AND TESTING

Increases authorizations to \$24 million in fiscal year 1965 from present \$17.5 million; \$24.5 million in 1966; \$30 million in 1967; and \$30 million in 1968.

Extends program to all elementary grades, public junior colleges and public technical institutes.

Authorizes guidance and counseling institutes at not less than the present level of \$7.25 million. These institutes are for counseling and guidance personnel in elementary or secondary schools, or in institutions of higher education (including junior colleges and technical institutes).

TITLE VI—LANGUAGE DEVELOPMENT

Increases authorization for language development program (VI-A) to \$13 million in fiscal year 1965 from present \$8 million; \$14 million in 1966; \$16 million in 1967; and \$18 million in 1968.

Modern language institutes (see title XI).

TITLE X—ADMINISTRATION AND IMPROVEMENT OF STATE STATISTICAL SERVICES

Requires State agency to keep records and afford access thereto.

Requires accounting procedures to assure proper disbursement of Federal funds, "including such funds paid by the State to the local educational agencies."

TITLE XI—TRAINING INSTITUTES

Authorizes guidance and counseling institutes at not less than the present level of \$7.25 million. These institutes are for counseling and guidance personnel in elementary or secondary schools, or in institutions of higher education (including junior colleges and technical institutes).

Authorizes \$32.75 million each for fiscal years 1965-68 for institutes for teacher or supervisors (or student teachers or supervisors) of modern foreign language reading, history, geography, English, disadvantaged youth, school library personnel, educational media specialists.

Stipends may be paid to all who attend institutes.

FEDERALLY AFFECTED AREAS

Extends the federally impacted areas legislation (Public Laws 815, 874) for 1 year and directs a study of the effects of these laws. Includes District of Columbia in this program.

CONFERENCE AGREEMENTS ON S. 3060, NATIONAL DEFENSE EDUCATION ACT AND PUBLIC LAW 815—PUBLIC LAW 874 AMENDMENTS AND EXTENSION

Mr. MORSE. Mr. President, a number of my colleagues have made inquiry

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title II, sec. 202(a), as proposed to be amended by Senate-House conference, Sept. 24, 1964

STUDENT LOANS

State	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968	State	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968
United States and outlying parts.....	\$163,300,000	\$179,300,000	\$190,000,000	\$195,000,000	Nebraska.....	\$1,546,967	\$1,698,538	\$1,799,901	\$1,847,266
50 States and District of Columbia.....	162,176,927	178,066,889	188,693,302	193,658,914	Nevada.....	176,388	193,670	205,228	210,629
Alabama.....	2,245,349	2,465,346	2,612,470	2,681,219	New Hampshire.....	660,512	725,229	768,508	788,732
Alaska.....	65,897	72,255	76,567	78,581	New Jersey.....	3,140,674	3,448,394	3,654,182	3,750,345
Arizona.....	1,660,469	1,823,161	1,931,961	1,982,802	New Mexico.....	832,864	914,467	969,039	994,540
Arkansas.....	1,453,648	1,596,075	1,691,323	1,735,832	New York.....	13,144,547	14,432,439	15,293,716	15,696,183
California.....	16,936,492	18,595,915	19,705,653	20,224,225	North Carolina.....	4,104,514	4,506,671	4,775,613	4,901,287
Colorado.....	2,270,206	2,492,639	2,641,391	2,710,901	North Dakota.....	786,815	863,906	915,461	939,552
Connecticut.....	2,071,351	2,274,300	2,410,023	2,473,444	Ohio.....	7,977,456	8,759,081	9,281,792	9,526,050
Delaware.....	318,837	350,076	370,968	380,730	Oklahoma.....	2,636,526	2,894,850	3,067,605	3,148,331
Florida.....	3,709,141	4,072,560	4,315,596	4,429,164	Oregon.....	2,221,926	2,439,629	2,585,217	2,653,249
Georgia.....	2,704,085	2,969,029	3,146,211	3,229,006	Pennsylvania.....	8,563,875	9,402,957	9,964,093	10,226,306
Hawaii.....	568,096	623,757	660,981	678,375	Rhode Island.....	861,757	946,192	1,002,657	1,029,043
Idaho.....	641,498	704,351	746,385	766,026	South Carolina.....	1,640,605	1,801,350	1,908,849	1,959,082
Illinois.....	8,082,566	8,874,490	9,404,088	9,651,564	South Dakota.....	758,931	833,290	883,018	906,255
Indiana.....	4,678,718	5,137,135	5,443,701	5,586,956	Tennessee.....	3,205,418	3,519,493	3,729,513	3,827,658
Iowa.....	3,103,388	3,407,456	3,610,801	3,705,822	Texas.....	8,943,740	9,820,040	10,406,065	10,679,909
Kansas.....	2,659,417	2,919,985	3,094,240	3,175,667	Utah.....	1,844,824	2,025,579	2,146,458	2,202,944
Kentucky.....	2,307,863	2,533,985	2,685,205	2,755,868	Vermont.....	563,741	618,975	655,914	673,175
Louisiana.....	2,969,172	3,260,089	3,454,640	3,545,551	Virginia.....	2,706,635	2,971,829	3,149,177	3,232,050
Maine.....	672,622	738,525	782,598	803,192	Washington.....	3,265,223	3,585,147	3,799,097	3,899,073
Maryland.....	2,298,143	2,523,313	2,673,896	2,744,262	West Virginia.....	1,424,223	1,563,767	1,657,088	1,700,695
Massachusetts.....	6,283,631	6,899,296	7,311,022	7,503,418	Wisconsin.....	3,981,929	4,372,076	4,632,986	4,754,906
Michigan.....	7,057,009	7,748,449	8,210,849	8,426,924	Wyoming.....	339,392	372,645	394,883	405,275
Minnesota.....	3,954,895	4,342,392	4,601,531	4,722,624	District of Columbia.....	1,422,683	1,562,076	1,655,295	1,698,856
Mississippi.....	1,931,505	2,120,752	2,247,311	2,306,451	American Samoa.....	23,157	25,426	26,944	27,653
Missouri.....	4,036,476	4,431,967	4,696,451	4,820,042	Canal Zone.....	16,890	18,545	19,651	20,169
Montana.....	744,378	817,311	866,085	888,877	Guam.....	1,081,698	1,187,682	1,258,558	1,291,678
					Puerto Rico.....	1,328	1,458	1,545	1,586
					Virgin Islands.....				

NOTE.—Distribution of all amounts estimated on the basis of full-time degree credit enrollment (excluding U.S. service schools), fall 1963.

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title III, sec. 302(a), as proposed to be amended by Senate-House conference, Sept. 24, 1964, for each of fiscal years 1965, 1966, 1967, and 1968—Continued

State	Acquisition of equipment for science, mathematics, modern foreign languages, and other critical subjects		State administration and supervision	State	Acquisition of equipment for science, mathematics, modern foreign languages, and other critical subjects		State administration and supervision
	Grants for public schools	Loans for nonpublic schools			Grants for public schools	Loans for nonpublic schools	
United States and outlying parts.....	\$79,200,000	\$10,800,000	\$10,000,000	Nevada.....	\$96,991	\$7,098	\$50,000
50 States and District of Columbia.....	77,769,460	10,672,056	9,837,327	New Hampshire.....	271,085	61,931	50,000
Alabama.....	2,089,073	53,059	188,955	New Jersey.....	1,681,223	525,262	304,177
Alaska.....	95,345	3,727	50,000	New Mexico.....	667,596	48,090	60,383
Arizona.....	825,045	56,075	82,976	New York.....	4,443,154	1,486,173	803,881
Arkansas.....	1,096,763	21,472	99,201	North Carolina.....	2,915,620	34,426	263,716
California.....	4,692,896	693,843	849,066	North Dakota.....	397,376	36,378	50,000
Colorado.....	866,393	76,660	100,434	Ohio.....	3,755,845	674,145	524,761
Connecticut.....	707,227	194,312	127,955	Oklahoma.....	1,266,671	37,798	124,464
Delaware.....	133,952	33,894	50,000	Oregon.....	799,514	62,109	94,888
Florida.....	2,256,586	154,385	264,126	Pennsylvania.....	4,186,466	1,082,466	557,418
Georgia.....	2,513,700	46,138	227,362	Rhode Island.....	297,661	93,518	50,000
Hawaii.....	274,115	53,946	50,000	South Carolina.....	1,621,303	28,038	146,646
Idaho.....	430,778	15,971	50,000	South Dakota.....	441,994	41,347	50,000
Illinois.....	2,836,888	929,856	494,570	Tennessee.....	2,150,466	55,011	195,322
Indiana.....	2,028,256	227,141	245,847	Texas.....	5,374,317	266,180	550,229
Iowa.....	1,361,199	171,598	144,386	Utah.....	616,541	10,825	57,713
Kansas.....	1,025,334	91,211	113,784	Vermont.....	203,123	31,232	50,000
Kentucky.....	1,852,916	155,272	167,595	Virginia.....	2,262,271	98,487	224,487
Louisiana.....	2,141,299	250,387	193,679	Washington.....	1,235,333	102,213	157,326
Maine.....	494,084	62,641	50,525	West Virginia.....	1,105,846	30,699	100,023
Maryland.....	1,306,554	242,402	170,060	Wisconsin.....	1,852,429	454,281	212,369
Massachusetts.....	1,528,454	461,379	247,901	Wyoming.....	165,221	6,921	50,000
Michigan.....	3,281,426	594,469	436,240	District of Columbia.....	175,957	44,363	50,000
Minnesota.....	1,730,299	287,944	186,490	American Samoa.....	50,000	2,307	10,000
Mississippi.....	1,482,787	33,716	134,117	Canal Zone.....	50,000	1,242	10,000
Missouri.....	1,684,094	294,573	210,521	Guam.....	50,000	8,695	10,000
Montana.....	353,453	36,733	50,000	Puerto Rico.....	1,230,540	110,199	122,673
Nebraska.....	687,541	100,261	73,734	Virgin Islands.....	50,000	5,501	10,000

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title V, pt. A, sec. 501, as proposed to be amended by Senate-House conference, Sept. 24, 1964

GUIDANCE COUNSELLING AND TESTING

State	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968	State	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968
United States and out- lying parts.....	\$24,000,000	\$24,500,000	\$30,000,000	\$30,000,000	Nevada.....	50,000	50,000	52,527	52,527
50 States and District of Columbia.....	23,616,000	24,108,000	29,520,000	29,520,000	New Hampshire.....	76,376	77,977	95,561	95,561
Alabama.....	465,334	475,091	582,223	582,223	New Jersey.....	749,087	764,793	937,253	937,253
Alaska.....	50,000	50,000	50,000	50,000	New Mexico.....	148,705	151,822	186,058	186,058
Arizona.....	204,342	208,627	255,672	255,672	New York.....	1,979,695	2,021,201	2,476,982	2,476,982
Arkansas.....	244,301	249,423	305,667	305,667	North Carolina.....	649,445	663,061	812,581	812,581
California.....	2,090,971	2,134,810	2,616,209	2,616,209	North Dakota.....	88,515	90,371	110,749	110,749
Colorado.....	247,335	252,521	309,464	309,464	Ohio.....	1,292,314	1,319,410	1,616,936	1,616,936
Connecticut.....	315,112	321,719	394,267	394,267	Oklahoma.....	306,514	312,940	383,508	383,508
Delaware.....	59,684	60,936	74,676	74,676	Oregon.....	233,679	238,578	292,377	292,377
Florida.....	650,456	664,094	813,847	813,847	Pennsylvania.....	1,372,736	1,401,518	1,717,559	1,717,559
Georgia.....	559,919	571,658	700,567	700,567	Rhode Island.....	101,665	103,797	127,203	127,203
Hawaii.....	93,067	95,018	116,445	116,445	South Carolina.....	361,140	368,712	451,856	451,856
Idaho.....	99,136	101,215	124,039	124,039	South Dakota.....	98,631	100,699	123,406	123,406
Illinois.....	1,217,962	1,243,498	1,523,907	1,523,907	Tennessee.....	481,014	491,099	601,842	601,842
Indiana.....	605,440	618,134	757,523	757,523	Texas.....	1,355,033	1,383,444	1,695,409	1,695,409
Iowa.....	355,576	363,031	444,895	444,895	Utah.....	142,129	145,109	177,831	177,831
Kansas.....	280,212	286,087	350,600	350,600	Vermont.....	50,074	51,124	62,652	62,652
Kentucky.....	412,731	421,385	516,407	516,407	Virginia.....	552,837	564,428	691,707	691,707
Louisiana.....	476,968	486,968	596,779	596,779	Washington.....	387,441	395,565	484,764	484,764
Maine.....	124,426	127,035	155,681	155,681	West Virginia.....	246,324	251,488	308,199	308,199
Maryland.....	418,801	427,582	524,001	524,001	Wisconsin.....	522,995	533,961	654,369	654,369
Massachusetts.....	610,498	623,298	763,852	763,852	Wyoming.....	50,000	50,000	56,957	56,957
Michigan.....	1,074,315	1,096,840	1,344,177	1,344,177	District of Columbia.....	78,399	80,042	98,092	98,092
Minnesota.....	459,265	468,894	574,629	574,629	Outlying parts.....	384,000	392,000	480,000	480,000
Mississippi.....	330,286	337,211	413,252	413,252	American Samoa.....	20,000	20,000	20,000	20,000
Missouri.....	518,443	529,313	648,673	648,673	Canal Zone.....	20,000	20,000	20,000	20,000
Montana.....	95,090	97,084	118,976	118,976	Guam.....	20,000	20,000	20,000	20,000
Nebraska.....	181,582	185,389	227,194	227,194	Puerto Rico.....	304,000	312,000	400,000	400,000
					Virgin Islands.....	20,000	20,000	20,000	20,000

NOTE.—Distribution of all amounts estimated on the basis of school-age (5 to 17) population as of July 1, 1962, for the 50 States, District of Columbia, and Puerto Rico, and as of Apr. 1, 1960, for the other outlying parts.

"THE ELECTION: WHAT'S GOOD FOR HOUSING?"

Mr. DOUGLAS. Mr. President, I ask unanimous consent that there be printed in the RECORD an editorial published in the October issue of House & Home, which subscribers are receiving today. House & Home is a business publication with well over 100,000 subscribers—builders, architects, lenders, and so forth—who make up the giant housing industry. It is by all odds the most important publication in its field. Until August this year, it was published by Time, Inc.: it is now published by another giant, the McGraw-Hill Publishing Co. This editorial, by Editor Richard O'Neill, is a landmark, for the magazine has never before openly supported a candidate for President.

I believe that this editorial is both forthright and an outstanding service to the homebuilding industry; and I am glad this magazine is endorsing Lyndon Johnson for election to the Presidency.

There being no objection, the editorial was ordered to be printed in the RECORD, as follows:

THE ELECTION: WHAT'S GOOD FOR HOUSING?
(By Richard W. O'Neill)

In its proposals to both Republican and Democratic platform committees, NAHB urged that "the Government-industry partnership should try to achieve a decent home for all Americans." House & Home agrees. "Government-industry partnership," always basic to housing, takes on added importance this year.

Like it or not, the Federal Government is inextricably and inevitably involved in housing. Both parties have good records in housing legislation. And in both there are many men and factions who understand both the need for housing and the ability of our industry to provide it.

Except in the war years, housing has prospered under every administration since 1934. In the past 3½ years 5.3 million new housing units have been built, and we are now building at an annual rate of almost 1.6 million units. There is every reason to believe that if present patterns of Federal housing legislation are continued, we could reach a yearly rate of 2 million units by 1968. By any measure that is good business. To insure good business, the housing industry must now look hard at the choice to be made next month. President Johnson's record—and philosophy—is written into the 1964 Housing Act for all to see. His opponent is a far less known quantity.

Lacking any assurances from Senator Goldwater, we can only judge him on his voting record.

Since 1954 GOLDWATER has voted against every congressional measure that would have created more housing and for every measure that would have curtailed housing. We cannot judge his understanding of housing's problems and responsibilities, since he has so rarely discussed them—either on the Senate floor or in public speeches. But if the Republican platform is any criterion, his understanding is sketchy and confused. Items:

The platform blames the Democrats for urban renewal programs that "created new slums by forcing the poor from their homes to make room for luxury apartments." The fact is urban renewal has not created new slums. What's more, both major parties have supported renewal ever since its inception in the 1949 Housing Act—and as recently as last month in the 1964 Housing Act.

The platform accuses the Johnson administration of failing to attract more private capital to housing. But more than 95 percent of all capital in housing is already private capital. So attracting more can hardly be a major problem.

In light of the Republican platform and in light of GOLDWATER's voting record, the housing industry has a right to demand a clear statement of the role his administration would play in housing—what laws he would enact and what laws he would repeal. True,

the office of the Presidency might change GOLDWATER's attitude toward housing as it has changed the attitudes of other Chief Executives.

The question is will the Senator change his views enough to cope with the huge problems in urban growth—and hence housing—that lie just ahead? The United States is undergoing a process of urbanization that will, in a few years, have 8 out of 10 Americans living in and around our cities. Before 1999 we will rebuild almost all of our urban centers. The forces behind intensified urbanization—migrating populations, industrial growth, and regional economic changes—are all well above and beyond local determination and local control. The Federal Government should take a more vital role in housing by providing monetary and legislative tools that private industry needs to handle new housing problems created by this urbanization. In the face of these forces, GOLDWATER's espousal of Federal withdrawal from local affairs could be bad news for housing.

The record of both candidates is clear. GOLDWATER could curtail Federal involvement in housing. There is no question where Johnson stands. His approach to housing and urban problems is one that should be readily understood by every housing professional: "The solution to these problems does not rest on a massive program in Washington. Nor can it rely solely on the strained resources of local authorities. They require us to create new concepts of cooperation—a creative federalism—between the National Capital and the leaders of local communities.

The PRESIDING OFFICER. Is there further morning business? If not, morning business is closed.

CORRECTION OF CERTAIN ERRORS IN THE TARIFF SCHEDULES OF THE UNITED STATES

Mr. MANSFIELD. Mr. President, I ask unanimous consent that the unfinished business be laid before the Senate.

The PRESIDING OFFICER. Without objection, the Chair lays before the Senate the unfinished business, which is H.R. 12253.

The Senate resumed the consideration of the bill (H.R. 12253) to correct certain errors in the tariff schedules of the United States.

The PRESIDING OFFICER. The bill is open to further amendment.

Mr. MANSFIELD. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. LONG of Louisiana. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

FRANK B. ROWLETT

Mr. LONG of Louisiana. Mr. President, I ask unanimous consent that the pending business be temporarily laid aside, and that the Senate proceed to consider Calendar No. 1494, H.R. 7348.

The PRESIDING OFFICER. Without objection, it is so ordered; and the bill will be stated by title for the information of the Senate.

The LEGISLATIVE CLERK. A bill (H.R. 7348) for the relief of Frank B. Rowlett.

Mr. LONG of Louisiana. Mr. President, I call up my amendment at the desk and ask to have it stated.

The PRESIDING OFFICER. The amendment will be stated.

The LEGISLATIVE CLERK. On page 1, it is proposed to strike out line 6 and insert the following: "which sum shall be considered a payment in consideration of a transfer by Frank B. Rowlett of property consisting of all substantial rights to a patent within the meaning of section 1235 of the Internal Revenue Code of 1954, in full settlement."

Mr. LONG of Louisiana. Mr. President, this amendment is offered to meet Treasury Department objection to the bill. It is my opinion that the bill is meritorious and should be passed. However, the Treasury Department objects to the tax principle involved in one provision, and it may be compelled to advocate a veto of the bill because of this tax principle involved, although the bill in other respects is meritorious.

I move adoption of the amendment, in order to meet the Treasury Department's objection, and I trust that the bill will be enacted into law.

Mr. DIRKSEN. Mr. President, this is a bill which provides for an award to Mr. Frank B. Rowlett of \$100,000 for the contributions he has made in the field of crypto-analysis and cryptography. He was associated with a Mr. William F. Friedman in this work, which goes back many years. About 8 years ago Mr. Friedman was awarded a like sum. The Defense Department felt that Mr. Rowlett was fully entitled to this amount for the contributions he has made and the inventions which he has sponsored in the field of cryptography. Mr. Rowlett is still in Government service with a rating of GS-18.

This question was considered at length by the Judiciary Committee of the Senate, but one objection was raised with respect to the tax feature.

I join in the amendment of the distinguished Senator from Louisiana to make this amount subject to a capital gains tax; although, I must say that it runs a little against the grain. If the man has done outstanding work and the Government itself wants to reward him and give him an award for work well done, let us give it to him, and not try to let the heavy hand of the Treasury reach out and pull away \$25,000 of the \$100,000. That sounds too much like Indian giving to me. I would rather have it across the board. When Government does that, one must assume that somehow the heart is not quite in it. As recited in "The Vision of Sir Launfal":

For the gift without the giver is bare.

I believe that in this case the Government, as the giver, is just a little bare when it comes to fully expressing its appreciation. But if this measure is in danger of a veto, or if it is in danger of opposition by the Treasury—I learned long ago that three-fourths of a loaf is much better than no bread at all—I shall concur in it under circumstances in which I have no other choice to pursue.

Mr. LONG of Louisiana. Mr. President, the Senator was much more generous in compromising last night.

He had the votes to defeat the amendment last night. I believe he is making a very fine compromise. He feels that without the amendment the bill would be vetoed, and there would be no bill. I believe he is making an exceedingly good compromise. I believe it would be a fine thing to pass the bill in this form, in view of the fact that the Treasury is very much concerned about the principles involved because of the tax features.

Mr. DIRKSEN. Mr. President, I ask unanimous consent that the statement of the committee, beginning on the first page of the report, be printed at this point in the Record in its entirety. It is in some detail.

There being no objection, the statement was ordered to be printed in the Record, as follows:

STATEMENT

The facts surrounding this legislation are set forth in House Report 1689 on H.R. 7348, as follows:

"In its report to the committee on the bill, the Department of Defense stated that it had examined the merits of the case and strongly recommended that Mr. Rowlett be granted relief. The Department further stated that Mr. Rowlett has had a long and distinguished career in the field of cryptology. According to its records, he conceived fundamental principles which assured the high security capability of major cryptographic systems and equipment used so successfully by the United States during World War II. These are still in use and held in a classified status, and have significant commercial potential value which is probably greatly in excess of the payment proposed by the bill.

"Mr. Rowlett began his Government service on April 1, 1930, as a junior cryptanalyst, P-1, in the Office of the Chief Signal Officer, Signal Corps, U.S. Army. Between 1930 and 1935 Mr. Rowlett, still a junior cryptanalyst, pioneered in the development of concepts,

techniques, and devices which established the practicality of applying computerlike devices to the general field of cryptography. During this same period he also conceived the basic principles underlying the inventions cited in the proposed bill, and jointly with Mr. William F. Friedman invented methods for the practical application of these principles. In 1935 he was listed in official memorandums as principal assistant to Mr. Friedman, chief cryptanalyst for the Office of the Chief Signal Officer since 1921. The following year, 1936, he was promoted to assistant cryptanalyst, P-2. Just prior to World War II he was responsible for the specific direction and coordination of U.S. Army activities which culminated in the successful breaking of a Japanese cipher machine of major importance. When he was furloughed for military duty on February 16, 1942, Mr. Rowlett had advanced to the position of senior cryptanalyst, P-5. Commissioned as a second lieutenant in the Signal Corps, U.S. Army, he was assigned the MOS of cryptanalytic officer. During his military service, he was awarded the Legion of Merit (United States) and the Order of the British Empire (British). He was separated from the service as a colonel. On May 2, 1946, Mr. Rowlett returned to his civilian employment with the Office of the Chief Signal Officer as a research analyst (cryptanalytic), P-8. He continued to serve with this agency until September 30, 1949, when he transferred to the newly created Armed Forces Security Agency (the predecessor of the National Security Agency) and assumed a key position, Technical Director, Operations. On February 15, 1952, he resigned his position with NSA and accepted an appointment with the Central Intelligence Agency. During his employment with CIA, he served as a senior staff officer in grades GS-16 and GS-17 and was awarded the Distinguished Intelligence Medal. On July 12, 1958, he returned to the National Security Agency as Special Assistant to the Director, GS-18, a position he still holds. He has continued to make significant contributions to the science of cryptography, and in April 1960 received the National Security Agency Exceptional Civilian Service Award.

"Patent applications for the two inventions cited in the proposed bill were filed by the Army in 1936 (serial No. 70,412) and 1942 (serial No. 443,320), respectively. Mr. Friedman and Mr. Rowlett, then principal assistant to Mr. Friedman, were listed as co-inventors in both applications. It is these two inventions that have resulted in the high degree of security capability for U.S. communications beginning before World War II and continuing to the present. A memorandum written to the Signal Corps Patent Office by Mr. Friedman and Mr. Rowlett on August 31, 1935, credits Mr. Rowlett with contributing the fundamental principle and three of the five subsidiary principles and Mr. Friedman with contributing two of the five subsidiary principles. With respect to the first invention, it appears that Mr. Rowlett's contribution was the greater. A Navy document entitled 'The Contribution of the Signal Corps,' dated November 2, 1943, and prepared by Capt. L. S. Stafford, U.S. Navy, states in part:

"Rowlett is entitled to full credit for his discovery of the principle * * * and Friedman and Rowlett jointly are entitled to full credit for their joint invention of methods of applying and reducing his principle to practical form.' (NOTE.—Classified portions deleted.)

"The respective contributions of the two men to the second invention are not officially recorded. Since Mr. Rowlett and Mr. Friedman were joint inventors in both inventions, however, they have equal rights in these inventions and their losses due to the imposition of secrecy by the Government would be the same.

745) to provide for adjustments in annuities under the Foreign Service Retirement and Disability System, and ask unanimous consent that the statement of the managers on the part of the House be read in lieu of the report.

The Clerk read the title of the bill.

The SPEAKER. Is there objection to the request of the gentleman from Ohio?

There was no objection.

The Clerk read the statement.

(For conference report and statement, see proceedings of the House of September 24, 1964.)

Mr. HAYS. Mr. Speaker, this is a unanimous report. In addition to myself, the conferees were Mrs. KELLY, Mr. ZABLOCKI, Mr. ADAIR, and Mr. THOMSON of Wisconsin. I want to pay tribute to all of the conferees who are also members of the subcommittee that worked on the bill. They were diligent in their attendance at the hearings. They played an active part in writing the bill. We came out with what we thought was a pretty good piece of legislation.

There were eight points of disagreement between the Senate and the House. The Senate receded on six points. The House accepted the Senate language on one item dealing with widows, which disqualifies a widow from receiving a grant if she is receiving Federal Employees' Compensation Act benefits as the widow of the Foreign Service officer or anyone else. The major difference concerned 177 annuitants who made no provision for a widow's annuity. We accepted part of the Senate language which requires that if they elect a survivor's annuity of \$2,400 at the more favorable cost available since 1960, they will have to make a repayment back as far as 1960 of \$300 a year. The repayment may be in a lump sum or at the rate of \$25 per month.

If they make such an election and if the wife dies before the retired Foreign Service officer completes the repayments, the widow is relieved of any liability for the unpaid balance. This repayment is in addition to the annuitant's current payment of \$300 for a survivor annuity.

Mr. Speaker, I urge acceptance of the conference report. I yield to the gentleman from Indiana [Mr. ADAIR].

Mr. ADAIR. Mr. Speaker, if the gentleman will yield, let me say that the gentleman from Ohio [Mr. HAYS] has correctly stated the facts with respect to the action of the conferees and the contents of the bill. The bill will apply to a very limited number of persons. I believe 354 is the maximum number that can be affected. It is a somewhat technical piece of legislation. It remedies a situation which is in existence. I think it is proper legislation, and I join the gentleman in asking that it be adopted.

Mr. HAYS. Mr. Speaker, I move the previous question on the conference report.

The previous question was ordered.

The conference report was agreed to.

A motion to reconsider was laid on the table.

PRINTING OF REPORT OF MEETING OF AMERICAN INSTRUCTORS OF THE DEAF

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up Senate Concurrent Resolution 78 and ask for its immediate consideration.

The Clerk read the Senate concurrent resolution, as follows:

Resolved by the Senate (the House of Representatives concurring), That the report of the proceedings of the International Congress on Education of the Deaf, and of the forty-first meeting of the Convention of American Instructors of the Deaf, held in Washington, District of Columbia, in June 1963, be printed with illustrations as a Senate document; and that five thousand additional copies be printed for the use of the Joint Committee on Printing.

The Senate concurrent resolution was concurred in.

A motion to reconsider was laid on the table.

PRINTING AS A HOUSE DOCUMENT "COMPILATION OF SOCIAL SECURITY LAWS"

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up House Resolution 856 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

Resolved, That the compilation of social security laws, prepared by the Social Security Administration for the use of the Committee on Ways and Means, be printed as a House document; and that two thousand additional copies be printed of which one thousand shall be for the use of the Committee on Ways and Means, two hundred copies shall be for the use of the Senate Committee on Finance, and eight hundred copies shall be for the use of the House Document Room.

The resolution was agreed to.

A motion to reconsider was laid on the table.

PRINTING OF "OBLIGATIONS FOR RESEARCH AND DEVELOPMENT, AND RESEARCH AND DEVELOPMENT PLANT"

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up House Resolution 877 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

Resolved, That there be printed for the use of the Committee on Science and Astronautics, House of Representatives, one thousand two hundred additional copies of the study entitled "Obligations for Research and Development, and Research and Development Plant".

The resolution was agreed to.

A motion to reconsider was laid on the table.

PRINTING OF "IMMIGRATION HEARINGS BEFORE SUBCOMMITTEE NO. 1 OF THE COMMITTEE ON THE JUDICIARY, HOUSE OF REPRESENTATIVES, PARTS 1, 2, AND 3"

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up House Concurrent Resolution 358 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

Resolved by the House of Representatives (the Senate concurring), That there be printed for the use of the Committee on the Judiciary, House of Representatives, five thousand additional copies each, to be printed concurrently with the publications entitled "Immigration Hearings Before Subcommittee No. 1 of the Committee on the Judiciary, House of Representatives, parts 1, 2, and 3", Eighty-eighth Congress, second session.

With the following committee amendment:

Resolved by the House of Representatives (the Senate concurring), That there be printed for the use of the Committee on the Judiciary, House of Representatives, five thousand additional copies of part 1, "Immigration Hearings Before Subcommittee No. 1 of the Committee on the Judiciary, House of Representatives; and five thousand additional copies, each, of parts 2 and 3 to be printed concurrently with the publications entitled "Immigration Hearings Before Subcommittee No. 1 of the Committee on the Judiciary, House of Representatives", Eighty-eighth Congress, second session.

The committee amendment was agreed to.

The resolution was agreed to.

A motion to reconsider was laid on the table.

"STUDY OF POPULATION AND IMMIGRATION PROBLEMS; POPULATION OF THE UNITED STATES"

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up the concurrent resolution (H. Con. Res. 364) and ask for its immediate consideration.

The Clerk read as follows:

Resolved by the House of Representatives (the Senate concurring), That there shall be printed one thousand additional copies of the documents entitled "Study of Population and Immigration Problems; Population of the United States", with illustrations and maps, special series 1 through 16, inclusive, for the use of the House Committee on the Judiciary.

The concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

"CATALOG OF FEDERAL AIDS TO STATE AND LOCAL GOVERNMENTS"

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up the concurrent resolution (S. Con. Res. 96) and ask for its immediate consideration.

The Clerk read as follows:

Resolved by the Senate (the House of Representatives concurring), That there be printed for the use of the Senate Committee on Government Operations eighteen thousand additional copies of its committee print of the Eighty-eighth Congress, second session, entitled "Catalog of Federal Aids to State and Local Governments", a study prepared by the Legislative Reference Service of the Library of Congress for the Subcommittee on Intergovernmental Relations.

The concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

"INDEX OF U.S. DEFENSE POLICIES FROM WORLD WAR II THROUGH 1963"

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up the resolution (H. Res. 889) and ask for its immediate consideration.

The Clerk read as follows:

Resolved, That the document entitled "Index of United States Defense Policies From World War II Through 1963" prepared by Charles H. Donnelly, Library of Congress, be printed as a House document.

The resolution was agreed to.

A motion to reconsider was laid on the table.

ADDITIONAL COPIES OF HEARING ON TAX-EXEMPT FOUNDATIONS AND CHARITABLE TRUSTS

Mr. HAYS. Mr. Speaker, by direction of the Committee on House Administration, I call up the resolution (H. Res. 890) and ask for its immediate consideration.

The Clerk read as follows:

Resolved, That there shall be printed for the use of the Select Committee on Small Business of the House of Representatives one thousand five hundred additional copies of the record of the hearings held by Subcommittee Numbered 1 of that committee during July, August, and September 1964, regarding Tax-Exempt Foundations and Charitable Trusts: Their Impact on Small Business.

The resolution was agreed to.

A motion to reconsider was laid on the table.

CALL OF THE HOUSE

Mr. SAYLOR. Mr. Speaker, I make the point of order that a quorum is not present.

The SPEAKER. Evidently a quorum is not present.

Mr. ALBERT. Mr. Speaker, I move a call of the House.

A call of the House was ordered.

The Clerk called the roll, and the following Members failed to answer to their names:

[Roll No. 263]

Abblitt	Brademas	Davis, Tenn.
Alger	Brock	Dawson
Aspinall	Bromwell	Denton
Avery	Brown, Ohio	Dcrounian
Becker	Buckley	Devine
Berry	Burton, Calif.	Diggs
Betts	Carey	Downing
Blatnik	Clancy	Dulski
Bolton	Clausen	Edmondson
Frances P.	Don H.	Fascell
Bolton	Clawson, Del.	Flynt
Oliver P.	Davis, Ga.	Ford

Fraser
Fulton, Tenn.
Gibbons
Gill
Grant
Griffiths
Hagan, Ga.
Hansen
Harvey, Ind.
Healey
Hoffman
Horton
Hull
Jones, Ala.
Kee
Kilburn
King, Calif.
Knox
Landrum
Lankford
Latta
Leggett
Lesinski
McCulloch
McIntire
MacGregor

Martin, Mass.
Martin, Nebr.
Matsunaga
Matthews
Meador
Michel
Miller, N.Y.
Montoya
Morris
Morrison
Morton
O'Hara, Mich.
Patman
Pickle
Pilcher
Pillion
Powell
Pucinski
Reifel
Riehlman
Rivers, Alaska
Rivers, S.C.
Rostenkowski
Roudebush
St. George
St Germain

Schadeberg
Schenck
Schwengel
Scott
Selden
Sheppard
Shriver
Smith, Calif.
Snyder
Staebler
Stafford
Stratton
Sullivan
Taft
Talcott
Thompson, La.
Thompson, N.J.
Thompson, Tex.
Toll
Tupper
Ullman
Weltner
White
Willis
Wilson, Ind.
Wyman

"Schools of nursing"

"Sec. 102. The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by striking out 'private' and by striking out '(3)', and by inserting before the period at the end thereof the following: ', and includes any school of nursing as defined in subsection (1) of this section'.

"Additional definitions"

"Sec. 103. Section 103 of such Act is amended by adding at the end thereof the following:

"(1) The term 'school of nursing' means a public or other nonprofit collegiate or associate degree school of nursing.

"(m) The term 'collegiate school of nursing' means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.

"(n) The term 'associate degree school of nursing' means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.

"(o) The term 'accredited' when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education."

"TITLE II—AMENDMENTS OF TITLE II"

"Appropriations authorized"

"Sec. 201. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out 'and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education' and inserting in lieu thereof '\$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June 30, 1966, \$190,000,000 for the fiscal year ending June 30, 1967, and \$195,000,000 for the fiscal year ending June 30, 1968, and such sums for the fiscal year ending June 30, 1969, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1968, to continue or complete their education'.

"Allotments to States"

"Sec. 202. Section 202 of the National Defense Education Act of 1958 is amended by striking out '1965' wherever it appears therein and inserting in lieu thereof '1968'.

"Payment of Federal capital contributions"

"Sec. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is further amended by striking out subsection (b) and by striking out '(a)' after 'Sec. 203'.

"Conditions of agreements"

"Sec. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

"(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic background; and'.

"(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or

The SPEAKER. On this rollcall 319 Members have answered to their names, a quorum.

By unanimous consent, further proceedings under the call were dispensed with.

FOREIGN ASSISTANCE ACT OF 1964

Mr. MORGAN. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the bill (H.R. 11380) to amend further the Foreign Assistance Act of 1961, as amended, and for other purposes, with Senate amendments thereto, disagree to the Senate amendments, and agree to the conference asked by the Senate.

The SPEAKER. Is there objection to the request of the gentleman from Pennsylvania?

Mr. JOHANSEN. Mr. Speaker, I object.

The SPEAKER. Objection is heard.

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS

Mrs. GREEN of Oregon submitted the following conference report and statement on the bill (S. 3060), to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress—federally affected areas:

CONFERENCE REPORT (H. REPT. NO. 1916)

The committee of conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the Senate recede from its disagreement to the amendment of the House and agree to the same with an amendment as follows: In lieu of the matter proposed to be inserted by the House amendment insert the following: "That this Act may be cited as the 'National Defense Education Act Amendments, 1964.'"

"TITLE I—AMENDMENTS OF TITLE I"

"Amendment of statement of findings"

"Sec. 101. The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out 'which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology'.

after the second month following the month in which this Act is enacted.

"Terms of loans"

"SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

"(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student."

"(b)(1) Paragraph (1) of subsection (b) of such section 205 is amended to read as follows:

"(1) such a loan shall be made only to a student who (A) is in need of the amount of the loan to pursue a course of study at such institution, and (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study, and (C) has been accepted for enrollment as a student in such institution or, in the case of a student already attending such institution, is in good standing there either as an undergraduate, graduate, or professional student, and (D) is carrying at least one-half the normal full-time academic workload as determined by the institution;"

"(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out 'and (D)' and inserting in lieu thereof the following: '(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)'."

"(3) Subparagraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be canceled for service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service;"

"(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: 'in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)'."

"(c) The amendment made by subsection (a) shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which

made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment.

"Distribution of assets from student loan funds"

"SEC. 206. Section 206 of the National Defense Education Act of 1958 is amended by striking out '1969' wherever it appears therein and inserting in lieu thereof '1972'."

"TITLE III—AMENDMENTS OF TITLE III"

"Extension of title"

"SEC. 301. Title III of the National Defense Education Act of 1958 is amended by striking 'TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION' as it appears as the heading of that title, and inserting in lieu thereof:

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS"

"Appropriations authorized"

"SEC. 302. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

"Appropriations authorized"

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$90,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment and for minor remodeling, described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$10,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

"Allotments to States"

"SEC. 303. (a) The second sentence of subsection (a) (2) of section 302 of the National Defense Education Act of 1958 is amended by striking out 'as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959' and inserting in lieu thereof 'between July 1 and August 31 of each even-numbered year beginning with calendar year 1964'."

"(b) The third sentence of such subsection is amended to read as follows: 'Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965.'"

"(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out '\$20,000' wherever it appears therein and inserting in lieu thereof '\$50,000'."

"State plans"

"SEC. 304. (a) Clause (A) of section 303 (a)(1) of the National Defense Education Act of 1958 is amended to read as follows: '(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment, and printed and published materials (other than textbooks), suitable for use in providing education in

science, mathematics, history, civics, geography, modern foreign language, English, or reading in public elementary or secondary schools, or both, and of testgrading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter, and'."

"(b) Paragraph (5) of section 303(a) is amended by striking out 'and modern foreign languages' and inserting in lieu thereof 'history, civics, geography, modern foreign languages, English, and reading'."

"Payments to States"

"SEC. 305. The second sentence of subsection (b) of section 304 of such Act is amended by striking out 'five' and inserting in lieu thereof 'eight'."

"Interest rates"

"SEC. 306. Paragraph (3) of subsection (b) of section 305 of such Act is amended by striking out 'as of the last day of the month' and inserting in lieu thereof the following: 'as computed at the end of the fiscal year next'."

"TITLE IV—FELLOWSHIPS"

"SEC. 401. Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:

"Number of fellowships"

"SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed three thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed six thousand such fellowships, and during each of the two succeeding fiscal years, he is authorized to award not to exceed seven thousand five hundred such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years."

"Award of fellowships and approval of institutions"

"SEC. 402. (a) The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958 is amended to read as follows: 'Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one thousand five hundred of such fellowships awarded during the fiscal year ending June 30, 1965, and not less than one-third of such fellowships awarded during the three succeeding fiscal years shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c).' The second sentence of subsection (a) of such section is amended by striking out ', and' at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof."

"(b) Section 403(b) of such Act is amended by striking out 'under this title' and inserting in lieu thereof 'as described in clause (1) of subsection (a)', and by inserting before the period at the end thereof the following: ', and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education'."

"(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

"(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

"(d) No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term 'school or department of divinity' means an institution, or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects."

"(d) The amendments made by this section shall become effective July 1, 1964.

"Fellowship stipends

"SEC. 403. Section 404(a) of the National Defense Education Act of 1958 is amended (1) by striking out 'after the baccalaureate degree,' and (2) by adding at the end thereof the following: 'Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents.'

"TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

"Appropriations authorized

"SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out 'and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year,' and inserting in lieu thereof '\$17,500,000 for the fiscal year ending June 30, 1964, \$24,000,000 for the fiscal year ending June 30, 1965, \$24,500,000 for the fiscal year ending June 30, 1966, and \$30,000,000 for each of the two succeeding fiscal years.'

"State plans

"SEC. 502. Paragraphs (1) and (2) of section 503(a) of the National Defense Education Act of 1958 are amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

"(2) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions."

"Payments to States

"SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out 'five' and inserting in lieu thereof 'eight'.

"(b) Section 504(b) of such Act is amended by striking out 'who are not below grade 7,' and by striking out 'six' and inserting in lieu thereof 'nine', and by inserting after 'schools' the first time it appears the following: 'or junior colleges or technical institutes.'

"Junior colleges and technical institutes

"SEC. 504. Title V of the National Defense Education Act of 1958 is amended by inserting after section 504 the following new section:

"Definitions

"SEC. 505. For the purposes of this title, the term "junior colleges or technical institutes" means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor's degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge, and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located."

"Counseling and guidance training institutes

"SEC. 505. Section 511 of such Act is amended to read as follows:

"Authorization

"SEC. 511. (a) There are hereby authorized to be appropriated \$6,250,000 for the fiscal year ending June 30, 1959, \$7,250,000 for the fiscal year ending June 30, 1960, and for each of the eight succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are engaged, or are teachers preparing to engage, in counseling and guidance of students in elementary or in secondary schools or in institutions of higher education, including junior colleges and technical institutes as defined in section 505.

"(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

"TITLE VI—LANGUAGE DEVELOPMENT

"Extension of title

"SEC. 601. (a) Section 601 of the National Defense Education Act of 1958 is amended by striking out '1965' wherever it appears therein and inserting in lieu thereof '1968'.

"(b) Section 603 of such Act is amended to read as follows:

"Appropriations authorized

"SEC. 603. There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, \$16,000,000 for the fiscal year ending June 30, 1967, and \$18,000,000 for the fiscal year ending June 30, 1968, to carry out the provisions of this title."

"Repealer

"SEC. 602. Effective July 1, 1964, title VI of the National Defense Education Act of 1958 is amended by striking out the center heading 'Part A—Centers and Research and Studies' and by striking out part B thereof.

"TITLE VII—UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

"Extension of program

"SEC. 701. Section 763 of the National Defense Education Act of 1958 is amended by striking out 'six succeeding fiscal years' and inserting in lieu thereof 'nine succeeding fiscal years'.

"TITLE VIII—MISCELLANEOUS

"State administration

"SEC. 801. (a) Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended, by inserting before the semicolon 'and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports'.

"(b) Subparagraph (3) of such section 1004(a) is amended by inserting before the period at the end thereof '(including such funds paid by the State to the local educational agencies)'.

"Extension of statistical services program

"SEC. 802. Section 1009(a) of the National Defense Education Act of 1958 is amended by striking out 'six' and inserting in lieu thereof 'nine'.

"TITLE IX—ADDITIONAL TITLE

"SEC. 901. (a) The National Defense Education Act of 1958 is amended by adding at the end thereof the following new title:

"TITLE XI—INSTITUTES

"Authorization of institutes

"SEC. 1101. There are authorized to be appropriated \$32,750,000 for the fiscal year ending June 30, 1965, and each of the three succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—

"(1) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, reading, or English in elementary or secondary schools,

"(2) who are engaged in or preparing to engage in the teaching of disadvantaged youth and are, by virtue of their service or future service in elementary or secondary schools enrolling substantial numbers of culturally, economically, socially, and educationally handicapped youth, in need of specialized training; except that no institute may be established under this title for teachers of disadvantaged youth unless such institute will offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth,

"(3) who are engaged as, or preparing to engage as, library personnel in the elementary or secondary schools, or as supervisors of such personnel, or

"(4) who are engaged as, or are preparing to engage as, educational media specialists.

"Stipends

"SEC. 1102. Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

"TITLE X—AMENDMENTS OF TABLE OF CONTENTS

"SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

"(1) by striking out

" 'TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION' and inserting in lieu thereof

" 'TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS',

"(2) by inserting after

" 'Sec. 504. Payments to States,'

the following:

" 'Sec. 505. Definitions,';

"(3) by striking out

" 'Part A—Centers and Research and Studies';

"(4) by striking out

" 'Part B—Language Institutes

" 'Sec. 611. Authorization,';

"(5) by inserting at the end thereof the following:

" 'TITLE XI—INSTITUTES

" 'Sec. 1101. Authorization of institutes.

" 'Sec. 1102. Stipends.'

" 'TITLE XI—FEDERALLY AFFECTED AREAS
" *Amendments to Public Law 815*

"SEC. 1101. (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out '1965' and inserting in lieu thereof '1966'.

"(b) Subsection (b) of section 14 of such Act is amended by striking out '1965' each time it appears therein and inserting in lieu thereof '1966'.

"(c) Paragraph (13) of section 15 of such Act is amended by inserting 'the District of Columbia,' after 'Guam,'

"(d) Paragraph (15) of section 15 of such Act is amended by striking out '1962-1963' and inserting in lieu thereof '1963-1964'.

" *Amendments to Public Law 874*

"SEC. 1102. (a) Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out '1965' each place where it appears and inserting in lieu thereof '1966'.

"(b) Section 9(8) of such Act is amended by inserting 'the District of Columbia,' after 'Guam,'.

" *Comprehensive study*

"SEC. 1103. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended."

And the House agree to the same.

ADAM C. POWELL,
CARL D. PERKINS,
EDITH GREEN,
JOHN BRADEMAs,
JAMES ROOSEVELT,
CARLTON R. SICKLES,
SAM M. GIBBONS,
JOHN H. DENT,

Managers on the Part of the House.

WAYNE MORSE,
PAT McNAMARA,
RALPH YARBOROUGH,
JOSEPH S. CLARK,
JENNINGS RANDOLPH,
WINSTON L. PROUTY,
JACOB K. JAVITS,

Managers on the Part of the Senate.

STATEMENT

The managers on the part of the House at the conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), submit the following statement in explanation of the effect of the action agreed upon by the conferees and recommended in the accompanying conference report:

The House amendment strikes out all of the Senate bill after the enacting clause and inserts a substitute. The Senate recedes from its disagreement to the amendment of the House, with an amendment which is a substitute for both the Senate bill and the House amendment.

In most respects the substitute agreed upon in conference is like the House amendment. The differences between the House amendment and the substitute are noted in the following outline, except for incidental changes made necessary by reason of agreements reached by the conferees and minor and clarifying changes.

Extension of National Defense Education Act: The Senate bill extended the programs provided for in the National Defense Education Act of 1958 (hereinafter called the act) for 3 additional years beyond its present expiration date of June 30, 1965. The House amendment extended the act for only 2 additional years. The substitute agreed upon in conference extends the act for 3 additional years.

Extension and amendment of Public Laws 815 and 874, 81st Congress: The Senate bill extended Public Laws 815 and 874, 81st Congress, relating to construction and maintenance and operation of schools in federally affected areas, for 2 additional years and made such laws applicable to the District of Columbia. The House amendment extended these laws for 1 additional year. The conference substitute adopts the House position with respect to the extension of the acts, but adopts the Senate provisions with respect to the inclusion of the District of Columbia.

In including the District of Columbia under the Federal impact legislation (Public Laws 815 and 874) the conferees are well aware that Congress authorizes a Federal payment to the District from general revenues each year for governmental purposes in the District Appropriation Act. We also are aware that this payment is justified because of the large federally owned real estate holdings in the District which cannot be taxed for local purposes and because of other financial burdens imposed on the District government due to the fact that it is the location of the Nation's Capital. Nevertheless, we believe the District also should be included under the impact area laws and receive the educational benefits these programs provide. A number of cogent reasons may be given for this inclusion, chief of which is the fact that the District of Columbia is one of the most heavily impacted school districts in the Nation, as judged by the criteria in Public Law 815 and Public Law 874, and should be treated the same as every jurisdiction in the Nation.

It is the intention of the conferees that the Federal impact funds to be received by the District under Public Law 874 be used by the board of education solely for educational purposes, and that they be in addition to the funds made available for education in the District of Columbia budget. It also is the opinion of the conferees that insofar as is consistent with good educational administration, these funds be used to improve the quality and standards of the educational offerings in the underprivileged attendance areas of the city. The superintendent of schools is requested to report to the Senate

Committee on Labor and Public Welfare and the House Committee on Education and Labor on the ways in which the availability of these funds during the year has improved the educational program for the children in the low income areas.

Amendments of title I: The House bill defines the term "school of nursing" and specifies that these schools will be considered as institutions of higher education for the purposes of the student loan title of the act. The Senate bill contained no similar provision. In retaining this provision in the conference substitute the conferees did not intend to make changes in existing laws. The inclusion of the definition is merely to insure the continuation of existing administrative practice.

Amendments of title II: The Senate bill authorized appropriations of \$145,000,000 for the fiscal year 1965, \$165,000,000 for the fiscal year 1966, \$180,000,000 for the fiscal year 1967, and \$195,000,000 for the fiscal year 1968 for carrying out title II of the act (relating to student loan programs).

The House bill authorized the appropriation of \$163,300,000 for the fiscal year 1965, \$179,300,000 for the fiscal year 1966, and \$200,000,000 for the fiscal year 1967 for carrying out title II.

The conference substitute authorizes the appropriation of \$163,300,000 for the fiscal year 1965, \$179,300,000 for the fiscal year 1966, \$190,000,000 for the fiscal year 1967, and \$195,000,000 for the fiscal year 1968 for this purpose.

The Senate bill provided for special consideration in getting loans to "(A) students with a superior academic background who express a desire to teach in elementary or secondary schools, and (B) other students with a superior academic background." The House amendment provided for such special consideration for students with superior academic background. The conference substitute is like the House amendment; but in omitting the mention of persons expressing a desire to teach, the conferees do not wish to indicate any belief that the importance of obtaining teachers for the Nation's elementary and secondary schools has in any way lessened.

The Senate bill permitted institutions of higher education to make loans to part-time students who are carrying at least one-half the normal full-time academic load. The House amendment contained no similar provisions. The conference substitute adopts this provision of the Senate bill.

Amendments of title III: The Senate bill authorizes the appropriation of \$90,000,000 for each fiscal year for grants to States to assist them to acquire certain equipment. The House amendment authorizes the appropriation of \$70,000,000 per fiscal year for this program. The substitute agreed to in conference adopts the authorization in the Senate amendment. The Senate bill also authorizes the appropriation of \$10,000,000 annually for State supervisory services and administration. The House authorized \$5,000,000 annually for this purpose. The substitute is like the Senate bill.

The present law authorizes grants for the acquisition of equipment suitable for use in providing education in science, mathematics, or modern foreign language. The Senate bill broadened these categories to include history, civics, geography, English, or remedial reading.

The House amendment broadened these existing categories to include reading and English when taught to persons for whom English is a second language, and also authorized grants for the acquisition of wall maps and globes.

The substitute agreed upon in conference adopts the categories in the Senate provision, except that the House category of reading is included instead of the more limited

category of remedial reading contained in the Senate bill.

The same differences existed between the Senate amendment and the House bill with respect to the categories in which assistance can be given for supervisory and related services. These differences are resolved in the same manner as the above.

Amendments of title IV: The Senate bill authorized the Commissioner of Education to award 5,000 fellowships for graduate study during the fiscal year 1965, 7,500 during the fiscal year 1966, and 10,000 during the fiscal years 1967 and 1968.

The House amendment authorized the Commissioner to award 3,000 such fellowships during the fiscal year 1965, 5,000 during the fiscal year 1966, and 6,500 during the fiscal year 1967.

The conference substitute authorizes the Commissioner of Education to award 3,000 fellowships for graduate study during 1965, 6,000 during fiscal year 1966, and 7,500 during fiscal years 1967 and 1968.

The Senate bill provides that of the fellowships to be awarded during a fiscal year not less than one-third of those to be awarded in fiscal years 1965 and 1966, and not less than 2,500 for each fiscal year thereafter, shall be awarded to persons who will study in new or expanded graduate programs approved by the Commissioner under section 403(a). The House amendment provides that for fiscal year 1965, 1,500 of the fellowships awarded must be for study in such new or expanded programs, and that thereafter one-third of such fellowships must be for study in such new and expanded programs. The conference substitute adopts the House provision in this instance.

Amendments of part A of title V: The Senate bill authorized the appropriations of \$25,000,000 for the fiscal year 1965, \$25,500,000 for the fiscal year 1966, \$32,500,000 for the fiscal year 1967, and \$37,500,000 for the fiscal year 1968 for carrying out part A of title V (relating to grants for State programs of guidance, counseling, and testing).

The House amendment authorized the appropriation of \$23,500,000 for the fiscal year 1965 and the fiscal year 1966, and \$28,500,000 for the fiscal year 1967 for this purpose.

The conference substitute authorizes the appropriation of \$24,000,000 for the fiscal year 1965, \$24,500,000 for the fiscal year 1966, and \$30,000,000 for the fiscal years 1967 and 1968.

The Senate bill altered the present law to extend Federal assistance for State testing and guidance and counseling programs to all grades of elementary and secondary schools and to junior colleges and technical institutes. The present act allows Federal assistance only for testing and for guidance and counseling in the seventh and succeeding grades in elementary and secondary schools. The only change in the existing law made by the House amendment was to permit Federal assistance for guidance and counseling in all grades of elementary and secondary schools. The conference substitute follows the Senate bill.

The Senate bill also contained a provision, which was not in the House amendment, broadening the type of counseling and guidance which can be assisted to include advising students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields. The conference substitute includes this provision.

Amendments of part B of title V: The Senate bill made several changes in part B of title V of the act which relates to counseling and guidance training institutes. The House amendment contained provisions for guidance and counseling institutes which were, with one exception, the same in substance as

those contained in the Senate bill. However, the House provisions were included in a new title XI which grouped all types of institutes in one place. The exception is that under the Senate bill the institutes would be for individuals who are engaged, or are teachers preparing to engage in counseling and guidance of students in elementary or secondary schools or in institutions of higher education, including junior colleges and technical institutes. In contrast, the House amendment provided that the institutes would be for individuals who are engaged, or are preparing to engage in elementary or secondary schools as counseling and guidance personnel.

The conference substitute adopts the provisions of the Senate bill, except that where the Senate bill authorized the appropriation of \$10,000,000 for each fiscal year, the substitute authorizes the appropriation of \$7,250,000.

Amendments of title VI: The sums authorized to be appropriated were the same in the Senate bill and House amendment, except that the House amendment provided no such authorization for the fiscal year 1968 since it did not extend the program into that year. The conference substitute adopts the Senate authorization of \$18,000,000 for the fiscal year 1968. For a description of the conference action with respect to part B of this title, see the discussion of the new title XI.

New title XI: The House amendment added a new title to the act which authorized the Commissioner to arrange with institutions of higher education for carrying out institutes for advanced study for persons in a number of specified fields. These fields included the two fields covered by existing law—that is, guidance and counseling and modern foreign language (including English when taught to persons for whom English is a second language). It then adds provisions for institutes for reading, and for teachers of disadvantaged youth in connection with specified types of schools, and librarians (and supervisors) in elementary or secondary schools. Since the guidance and counseling and modern foreign language institutes would be taken care of in this title, the House bill repealed part B of title V and part B of title VI.

The Senate amendment did not create a new title. Instead it provided for the continuation of the guidance and counseling institutes under title V, and broadened the permissible types of institutes in title VI. The new types of institutes were for school librarians and educational media specialists and for persons who engaged in or are preparing to engage in the teaching, or supervising or training of teachers, of history, civics, geography, English, or remedial reading.

The conference substitute, as has been described, retains the guidance and counseling institutes in part B of title V. The remainder of the institutes are authorized in the new title XI. The new title retains all the categories of institutes provided in the House amendment. In addition it includes educational media specialists and the categories of history, English, and geography from the Senate bill. In agreeing to the inclusion of geography, it is the understanding of the managers on the part of the House that that "geography" does not include the field of study known as geopolitics.

ADAM C. POWELL,
CARL D. PERKINS,
EDITH GREEN,
JOHN BRADEMAS,
JAMES ROOSEVELT,
CARLTON R. SICKLES,
SAM M. GIBBONS,
JOHN H. DENT,

Managers on the Part of the House.

LOANS TO STUDENTS OF OPTOMETRY

Mr. ROBERTS of Alabama. Mr. Speaker, I move that the House resolve itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 8546), to amend title VII of the Public Health Service Act so as to extend to qualified schools of optometry and students of optometry those provisions thereof relating to student loan programs.

The motion was agreed to.

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the consideration of the bill H.R. 8546, with Mr. ROOSEVELT in the chair.

The Clerk read the title of the bill.

By unanimous consent, the first reading of the bill was dispensed with.

The CHAIRMAN. Under the rule, the gentleman from Alabama [Mr. ROBERTS] will be recognized for 30 minutes and the gentleman from Illinois [Mr. SPRINGER] will be recognized for 30 minutes.

The Chair recognizes the gentleman from Alabama [Mr. ROBERTS].

Mr. ROBERTS of Alabama. Mr. Chairman, I yield myself such time as I may require.

Mr. Chairman, it is a pleasure to speak to this House in support of H.R. 8546 and the many identical bills which my distinguished colleagues from both parties have introduced during this Congress.

The Nation's need for more optometrists to serve the visual welfare of its citizens was clearly demonstrated by the witnesses appearing before the Subcommittee on Public Health and Safety. We must double the rate of graduates from optometric schools and colleges to take care of our current requirements.

Optometry is licensed as a health profession in all the 50 States, the outlying territories, and the District of Columbia. The costs and needs for training of an optometric student are comparable to those of medicine, dentistry, and osteopathy, which are the only professions now listed under the loan provisions of the Health Professions Educational Assistance Act, which is Public Law 88-129.

Until passage of Public Law 88-129, all students of the health professions were eligible to obtain loans under the National Defense Education Act. The average National Defense Education Act loan to students of medicine, dentistry, osteopathy, and optometry were approximately the same regardless of the health profession chosen as a career by the students. With the exception that 30 percent of all osteopathic students received National Defense Education Act loans, the same approximate percentage of students in the health professions took advantage of these loans, whether they studied medicine, dentistry, or optometry.

We are not giving a new group of students a new loan program. Under this bill we are only transferring a group from one loan program to another program which is far more suitable to the health requirements of our Nation. We

Digest of CONGRESSIONAL PROCEEDINGS

OFFICE OF
BUDGET AND FINANCE

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OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE

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88th-2nd; No. 169

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HIGHLIGHTS: Senate passed: Supplemental appropriation bill. Foreign aid appropriation bill. Sen. Clark inserted Sen. Humphrey's statement supporting sugar amendment to tariff bill. House received conference report on foreign aid authorization bill. House rejected appropriation continuation measure.

SENATE

1. SUPPLEMENTAL APPROPRIATION BILL, 1965. Passed with amendments this bill, H. R. 12633 (pp. 22663, 22564-74). Conferees were appointed in both Houses (pp. 22574, 22656). Agreed to an amendment by Sen. Kuchel to provide \$860,000 for emergency flood control construction of debris basins and channel clearing in the Santa Barbara, Calif., area affected by recent forest fires. Sen. Kuchel stated that some of these structures will be located on national forest lands and the Forest Service has agreed to permit such construction. (pp. 22564-5) Agreed to an amendment by Sen. Randolph to provide \$350,000 for a water resources survey of the Appalachian area contingent upon the enactment of S. 2782, the Appalachia bill, which would authorize such a survey (pp. 22565-7). See Digest 187 for a summary of items for this Department. The bill also includes items for the National Commission on Food Marketing; National Commission on Technology, Automation, and Economic Progress; Office of Water Resources Research; Public Land Law Review Commission; Appalachian Regional Commission; and claims and judgments.

2. FOREIGN AID APPROPRIATION BILL, 1965. Passed with amendments this bill, H. R. 11812 (pp. 22574-82). This bill includes \$204,600,000 for technical cooperation and development grants, \$134,272,400 for international organizations and programs, \$87,100,000 for the Peace Corps, and funds for the Alliance for Progress and the Export-Import Bank.
3. LANDS. Passed without amendment H. R. 1096, to authorize the Secretary of the Interior to cooperate with Wisc. in the designation and administration of the Ice Age National Scientific Reserve in the State. This bill will now be sent to the President.
4. SUGAR. Sen. Clark inserted the statement of Sen. Humphrey commending adoption by the Senate of sugar amendments to the tariff bill and stating he would have supported the amendments had he been present in the Senate. pp. 22561-2
5. FOREIGN TRADE. Sen. Simpson inserted an item criticizing the extension of longterm credits by Western nations to Communist nations. pp. 22556-7
6. LEGISLATIVE PROGRAM. Sen. Mansfield announced his intention, at an appropriate time, to suggest a consent agreement "that commencing on Monday, the Senate go into pro forma sessions, meeting every 3 days and recessing immediately while it awaits the pleasure of the House." pp. 22563-4

HOUSE

7. FOREIGN AID. Received the conference report on H. R. 11380, the foreign aid authorization bill (H. Rept. 1925)(pp. 22652-6). As reported from conference the bill authorizes \$215,000,000 for technical cooperation development grants and \$134,272,400 for international organizations. The conferees agreed to delete a Senate amendment which would have prohibited further assistance to Indonesia under this bill or any other provision of Law, a Senate amendment providing selection-out and separation authorities for AID employees, a Senate amendment on reapportionment, and a House provision prohibiting assistance for the construction or operation of any productive enterprises abroad unless the President determined that similar productive enterprises in the U. S. were operating at a substantial portion of their capacity and such assistance would not deprive U. S. enterprises of their reasonable share of world markets.
Earlier, the House had agreed to a Rules Committee resolution to send the bill to conference, and conferees were appointed. pp. 22616-22
Agreed to a unanimous consent request by Rep. Albert that the conference report may be taken up today, Oct. 2. p. 22657
8. SUPPLEMENTAL APPROPRIATION BILL, 1965. Agreed to a unanimous consent request by Rep. Mahon that it be in order to consider the conference report on this bill, H. R. 12633, as soon as it is filed. pp. 22656-7
9. EDUCATION. By a vote of 320 to 20, agreed to the conference report on S. 3060, to extend and amend the National Defense Education Act of 1958 and laws providing aid to schools in federally impacted areas (pp. 22625-51). See Digest 188 for items of interest in the conference report. A motion to recommit in order to provide a 2 year extension of the impacted area aid program was rejected by a vote of 107 to 236 (p. 22650).

NAYS—193

Abele	Foreman	Morse
Abernethy	Fountain	Morton
Adair	Frelinghuysen	Mosher
Anderson	Fulton, Pa.	Murray
Andrews, Ala.	Fuqua	Nelsen
Andrews, N. Dak.	Gathings	O'Konski
Arend	Gienn	Osmers
Ashbrook	Goodell	Ostertag
Ashmore	Goodling	Passman
Auchincloss	Green, Oreg.	Pelly
Ayres	Griffin	Pillion
Baker	Gross	Pirnie
Baldwin	Grover	Poage
Baring	Gubser	Poff
Barry	Gurney	Quile
Bates	Hagan, Ga.	Quillen
Battin	Hagen, Calif.	Randall
Becker	Haley	Reid, Ill.
Beermann	Hall	Reid, N.Y.
Belcher	Halleck	Rhodes, Ariz.
Bell	Harrison	Rich
Bennett, Fla.	Harsha	Riehlman
Betts	Harvey, Ind.	Rivers, S.C.
Bolton	Harvey, Mich.	Robison
Frances P. Bolton	Henderson	Rogers, Fla.
Oliver P. Bonner	Herlong	Roudebush
Bow	Hoeven	Rumsfeld
Bray	Horan	Saylor
Bromwell	Horton	Schenck
Broomfield	Hosmer	Schneebeli
Brotzman	Huddleston	Schwelker
Brown, Ohio	Hutchinson	Schwenkel
Broyhill, N.C.	Ichord	Shipley
Broyhill, Va.	Jarman	Short
Bruce	Jensen	Shriver
Burton, Utah	Johansen	Sibal
Byrnes, Wis.	Johnson, Pa.	Siler
Cahill	Jonas	Skubitz
Cederberg	Jones, Mo.	Springer
Chamberlain	Keith	Stinson
Chenoweth	Kilburn	Taft
Clancy	King, N.Y.	Taylor
Clausen	Kirwan	Teague, Calif.
Don H. Cleveland	Knox	Thompson, La.
Collier	Kornegay	Thompson, Wis.
Colmer	Kunkel	Tollefson
Conte	Kyl	Tuck
Corbett	Laird	Ullman
Cramer	Langen	Utt
Cunningham	Latta	Van Pelt
Curtis	Lennon	Waggonner
Dague	Lindsay	Wallhauser
Derwinski	Lipscomb	Watson
Dole	Lloyd	Weaver
Dowdy	McClory	Westland
Dwyer	McCulloch	Whalley
Ellsworth	McDade	Wharton
Findley	McLoskey	Whitener
Fino	MacGregor	Whitten
Fisher	Mailliard	Widnall
Fogarty	Marsh	Williams
Ford	Martin, Calif.	Wilson, Bob
	Mathias	Winstead
	Milliken	Wylder
	Minshall	Wyman
	Moore	

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Abbitt	Flynt	Morris
Alger	Forrester	Morrison
Ashley	Gill	Pilcher
Aspinall	Grant	Pool
Avery	Gray	Reifel
Bass	Griffiths	Reuss
Berry	Hanna	Rivers, Alaska
Brademas	Hardy	Rostenkowski
Brock	Hébert	St. George
Brooks	Hoffman	Schadeberg
Buckley	Hull	Scott
Burton, Calif.	Jones, Ala.	Selden
Celler	Kee	Sheppard
Clawson, Del.	Landrum	Sikes
Corman	Lankford	Smith, Calif.
Curtin	Leggett	Snyder
Davis, Ga.	Lesinski	Stafford
Davis, Tenn.	McIntire	Staggers
Dawson	Martin, Mass.	Sullivan
Denton	Martin, Nebr.	Talcott
Derounlan	Matsunaga	Thompson, Tex.
Devine	May	Toll
Diggs	Meador	Tupper
Dorn	Michel	Weltner
Edmondson	Miller, N.Y.	Wilson, Ind.
Finnegan	Montoya	Younger

So the resolution was rejected.

The Clerk announced the following pairs:

On this vote:

Mr. Toll for, with Mr. Younger against.
Mr. Rivers of Alaska for, with Mr. Derounlan against.

Mr. Brademas for, with Mr. Brock against.
Mr. Rostenkowski for, with Mr. Alger against.

Mr. Hanna for, with Mr. Martin of Nebraska against.

Mr. Burton of California for, with Mrs. May against.

Mr. Celler for, with Mr. Schadeberg against.
Mr. Staggers for, with Mrs. St. George against.

Mr. Leggett for, with Mr. Del Clawson against.

Mr. Matsunaga for, with Mr. Michel against.

Mr. Brooks for, with Mr. Meader against.
Mr. Aspinall for, with Mr. Snyder against.
Mr. Ashley for, with Mr. Wilson of Indiana against.

Mr. Corman for, with Mr. Devine against.
Mrs. Sullivan for, with Mr. Talcott against.
Mr. Denton for, with Mr. Berry against.
Mr. Gray for, with Mr. Reifel against.
Mr. Diggs for, with Mr. Scott against.
Mrs. Griffiths for, with Mr. Hébert against.
Mr. Tupper for, with Mr. Grant against.
Mr. Montoya for, with Mr. Curtin against.
Mr. Morris for, with Mr. McIntire against.
Mr. Buckley for, with Mr. Stafford against.
Mr. Dawson for, with Mr. Smith of California against.

Mr. Flinnegan for, with Mr. Hoffman against.

Until further notice:

Mr. Hull with Mrs. Kee.
Mr. Weltner with Mr. Davis of Tennessee.
Mr. Davis of Georgia with Mr. Lankford.
Mr. Edmondson with Mr. Martin of Massachusetts.
Mr. Thompson of Texas with Mr. Morrison.
Mr. Pickle with Mr. Sheppard.
Mr. Pool with Mr. Selden.
Mr. Sikes with Mr. Forrester.
Mr. Flynt with Mr. Dorn.
Mr. Bass with Mr. Abbitt.
Mr. Jones of Alabama with Mr. Lesinski.
Mr. Gill with Mr. Harding.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

DISTRICT OF COLUMBIA REDEVELOPMENT ACT AMENDMENTS OF 1963

Mr. MULTER. Mr. Speaker, I ask unanimous consent that the Committee on the District of Columbia have until midnight to file a conference report on the bill S. 628, to amend the District of Columbia Redevelopment Act of 1945.

The SPEAKER. Is there objection to the request of the gentleman from New York?

There was no objection.

FRANK B. ROWLETT

Mr. ASHMORE. Mr. Speaker, I ask unanimous consent to take from the Speaker's desk the bill (H.R. 7348) for the relief of Frank B. Rowlett, with a Senate amendment thereto, and concur in the Senate amendment.

The Clerk read the title of the bill.

The Clerk read the Senate amendment, as follows:

Page 1, strike out line 6 and insert "which sum shall be considered a payment in con-

sideration of a transfer by Frank B. Rowlett of property consisting of all substantial rights to a patent within the meaning of section 1235 of the Internal Revenue Code of 1954, in full settlement".

The SPEAKER. Is there objection to the request of the gentleman from South Carolina?

There was no objection.
The Senate amendment was concurred in.

A motion to reconsider was laid on the table.

ELECTION TO COMMITTEES

Mr. HALLECK. Mr. Speaker, I send to the desk House Resolution 897, and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 897

Resolved, That the following-named Members be, and they are hereby, elected to the following standing committees of the House of Representatives:

Committee on Armed Services: K. W. Stinson, of Washington;
Committee on Interstate and Foreign Commerce: James Harvey, of Michigan.

The resolution was agreed to.

A motion to reconsider was laid on the table.

EXTENSION AND AMENDMENT OF NATIONAL DEFENSE EDUCATION ACT OF 1958 AND PUBLIC LAWS 815 AND 874, 81ST CONGRESS

Mr. POWELL. Mr. Speaker, I call up the conference report on the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress—federally affected areas—and ask unanimous consent that the statement of the managers on the part of the House be read in lieu of the report.

The Clerk read the title of the bill.

The SPEAKER. Is there objection to the request of the gentleman from New York?

There was no objection.

The Clerk read the statement.

(For conference report and statement, see proceedings of the House of September 30, 1964.)

Mr. POWELL. Mr. Speaker, I yield myself such time as I may consume.

(Mr. POWELL asked and was given permission to revise and extend his remarks.)

Mr. POWELL. Mr. Speaker, I come before you this afternoon to present a conference report on two of the most important educational measures to be considered before this body.

On August 14, the House passed by an overwhelming vote this bill to extend and amend the National Defense Education Act and Public Laws 815 and 874. Every Congressman present is well aware of the tremendous worth of these measures and the noteworthy achievements made possible in American education because of the Federal support given through these laws to State and local governments. The statement of the

managers on the part of the House which was filed with the conference report clearly indicates that the conferees sincerely attempted to maintain to the greatest extent the provisions of the House-passed bill.

Little justification needs to be given at this point in defense of the tremendous worth of the student loan program of title II of the National Defense Education Act. More than 680,000 students have had the opportunity to utilize the resources of the funds provided in order to achieve a college or graduate education. Nearly one-half of these loans have provided the necessary financial assistance to young persons preparing to teach in our everexpanding elementary and secondary schools. Approximately two-thirds of the loans have gone to prospective teachers or to students possessing superior academic ability or preparation in science, mathematics, engineering, or modern foreign languages.

The bill before you today would expand these opportunities to persons pursuing a life's work in the teaching of English, reading, history, and geography, as well. It would likewise give Federal support to the preparation of teachers working with disadvantaged youth, to librarians, guidance counselors, and educational media specialists. If we are to have a well rounded attack upon the problems of American life, we can no longer concentrate on science and mathematics and modern foreign languages, for who present would deny the fact that a strong democracy depends upon an enlightened citizenry which understands the concepts of our great American tradition and appreciates the expanding frontiers of our geographical pursuits. Our passage of the Economic Opportunity Act called attention most vividly to the tremendous need for personnel who could work understandingly and sympathetically with the large numbers of disadvantaged youth in our midst.

Anyone who witnessed last week the excitement of the electronovision presentation of Shakespeare's Hamlet recognized the challenge the schools face in presenting vividly the literary and cultural heritage which is ours.

If we are to realistically face the problems of dropouts, we must revitalize our schools by providing expanded facilities and equipment to present the contents of the curriculum in a creative manner. In like manner, as one beholds with great astonishment the increasing numbers of students to be served by our schools on all levels, it is important that Federal funds be increased to provide fellowships, institutes, and other aids to those teaching or preparing to teach.

The conference report before you in most respects is like the House-passed bill. In summary the provisions include:

First. Extension of the National Defense Education Act for 3 additional years beyond its present expiration date of June 30, 1945.

Second. Extension and amendment of Public Laws 815 and 874 to include 1 additional year beyond its present expiration date of June 30, 1965, and to

include the District of Columbia under the Federal impact legislation.

Third. Increase of the authorized appropriation for title II, student loans, to: (a) \$163.3 million for fiscal year 1965; (b) \$179.3 million for fiscal year 1966; (c) \$190.0 million for fiscal year 1967; (d) \$195.0 million for fiscal year 1968.

The amounts agreed to represent the House figures for fiscal years 1965 and 1966.

Fourth. In regard to title III, the agreed upon appropriation for the acquisition of equipment in teaching science, mathematics, modern foreign language, history, civics, geography, English, and reading was increased to \$90 million as provided in the Senate bill. The conference report represents an extension agreed to on the basis of the broadened categories passed by both Houses. In view of the increased areas to be included, larger funds were agreed upon for the supervisory activities relating to this title.

Fifth. In reaching an agreement in regard to the number of fellowships to be awarded, the conferees agreed upon an average between the numbers adopted by the House and the Senate. Thus, the conference report recommends that the following awards be made: 3,000 for fiscal year 1965; 6,000 for fiscal year 1966; 7,500 for fiscal year 1967; 7,500 for fiscal year 1968. In determining the percentage of fellowships to be awarded to new or expanding programs the conference substitute adopted the House provision. The Senate receded in its recommendation that a special stipend of \$4,800 be awarded to teachers who have had two or more academic years of teaching experience at a college or university.

Sixth. In regard to title V, the appropriations authorized for State programs in guidance counseling and testing represent a compromise figure between the House and Senate adopted measures of \$24 million for 1965; \$24.5 million for 1966; \$30 million for 1967; \$30 million for 1968. The guidance and counseling institutes provided in section B of title V in the Senate bill was retained but the authorization was reduced from \$10 million as recommended by the Senate to \$7,250,000.

Seventh. The Senate has receded also in regard to title X in their recommendation to include a formula under section 1009, the improvement of statistical services of State educational agencies. The House has likewise insisted on its language in the administration of these State plans under section 1004.

Eighth. The House's proposal to include institutes for teachers under one title prevailed except for the one instance of guidance and counseling services. This new title would include institutes for teachers of English, reading, history, geography, modern foreign languages, school librarians, and the educational media specialists. In agreeing to the inclusion of geography, it is the understanding of the managers on the part of the House that "geography" does not include the field of study known as geopolitics.

In reviewing the provisions of the conference report, it is clear that this bill is

very similar to that which was reported by the Full Committee on Education and Labor and that the conferees have done all within their power to maintain to the greatest extent the will of the House.

I urge you, therefore, to agree to the conference report so that the children of America may move forward and that our dream for strength through education be more fully realized.

Mr. Speaker, I yield 10 minutes to the gentlewoman from Oregon who has done such a remarkable job as the chairman of the subcommittee which handled this legislation and as the authoress of the National Defense Education Act section of the bill. I do not have enough words with which to compliment her for her very fine work in this field.

Mrs. GREEN of Oregon. Mr. Speaker, I appreciate the kind words of the chairman of the committee. It has been a pleasure to serve under his chairmanship for the past 4 years. Certainly all of the members of the committee and all of the conferees worked very hard in order to bring to the Members of the House this conference report today.

First of all, the conference report on the National Defense Education Act extends the legislation for a period of 3 years. It extends the Federal impact legislation for 1 year.

Mr. Speaker, let me briefly, if I may, outline the changes that occur in this particular legislation as this may answer some of the questions that various Members of the House have had during the course of the last several weeks.

First of all, in title I, in the general provisions, we clarify the language in regard to schools of nursing in the definition of institutions of higher education.

We also make it possible for student loans to be extended to nonprofit business schools and technical institutions.

In title II, which, in my opinion, is one of the most important parts of the legislation, we have extended the student loan program for 3 years. We have increased the appropriation from \$135 million, which is the current authorization, to \$163.3 million; to \$179.3 million in 1966, then to \$190 million in 1967, and to \$195 million in 1968. We have also removed the \$800,000 ceiling that has been placed on any single institution, so that all of the institutions, especially the largest ones may make the loans to all needy students who apply.

Mr. Speaker, besides removing the \$800,000 ceiling, we have removed restrictions in the original bill which gave special preference to potential teachers or to those students who have a special aptitude in science, mathematics, or foreign languages. This means the loans under the National Defense Education Act will be available to any student whether he be a student of law, a student of education, or medicine, nursing, optometry, engineering, or social work, or some other field of study. There will be no preference except to students with outstanding academic backgrounds. All students will receive the same consideration and the amount of funds is sufficient and any needy able student who needs \$1,000 at the undergraduate level or

\$2,500 at the graduate level should be able to receive that amount from the college or university of his choice.

We also have an additional provision that many of you have inquired about. That is, making loans available to part-time students if they are carrying one-half of the normal full-time workload.

We have another important provision in this title of the bill, an extension of the forgiveness feature. As you know, the present legislation provides forgiveness of 50 percent of the loan to teachers in the public, elementary, or secondary schools. Those of us on the subcommittee felt there was a great injustice or inequity as teachers in private schools were not included. We have provided that up to 50 percent of the loan may be forgiven for any teacher in a private school or for any teacher in an institution of higher education. This is at the rate of 10 percent for each year of teaching.

Mr. Speaker, under the loan provisions of the act, we have enabled 600,000 students in the United States to continue their education. Six hundred thousand students have borrowed under the National Defense Education Act since it was first enacted in 1959. The gentleman from Alabama [Mr. ELLIOTT] must feel very satisfied and very pleased with the results that have come from the legislation that he pioneered.

It should also be noted that the students have been repaying the loans under this title five times as fast as the law requires.

The Office of Education advised me a few weeks ago that there has been only one student who has been written off as a bad risk in all of the loans that have been made.

In title III of the bill for equipment and strengthening of instruction in certain areas, we have extended the areas beyond the three in the original bill—science, mathematics, and foreign languages. This title is now expanded to include geography, history, reading, English, and civics. Some of you have talked about English as a secondary language. This is certainly included when we include the category of English itself.

There was also a provision adopted on the floor when the bill came before the House, which said if the equipment was not being used in the specified areas it might be used in other areas in the schools rather than gathering dust in some corner. This is retained in the conference report.

In title IV of the bill the Graduate Fellowship Program we reached a compromise between the House and Senate versions. We have provided 3,000 fellowships for 1965; 6,000, in 1966; 7,500, in 1967; and 7,500, in 1968.

In this we have also maintained the provision that no fellowship can be awarded to those students who attend schools of divinity.

In title V, which pertains to the guidance and counseling and testing programs, the institutes for guidance and counseling personnel are retained. We have also increased the appropriations for testing. Under title V A, in the last

6 years \$77 million has been spent in guidance and counseling and testing, and of the \$77 million, \$1.6 million has been spent on the testing; \$73.8 million, or over 95 percent of all of the money, has been spent on local teacher salaries of those who are engaged in guidance and counseling work, and \$1.5 million for supervisory personnel.

The guidance and counseling program has heretofore been extended only to secondary schools and seventh and eighth grades. It is my personal conviction that the most important time to give guidance and counseling is in the lower grades of the elementary schools. I am very glad that this program has been extended throughout the elementary school system. The Senate provision to extend the program into the junior colleges and technical schools has also been added. Title V B is to be funded at the present amount—\$7.25 million.

Title VI contains the program of language area studies and the conference report provides for an increase in the appropriation but with no other major changes.

May I go to title XI, where the other major changes are included. This is the training institutes program. In the House bill, the House included all institutes in title XI with no earmarking of funds. In the conference report we retained guidance and counseling institutes in title V because of a parliamentary situation that could not be solved, but all other institute programs are included in title XI. This, I believe, outside of the student loan program, is probably that part of the National Defense Education Act legislation that offers the most to strengthen the educational programs in the 50 States. We cannot underestimate the work that has been done in these institute programs in the fields of guidance and counseling and modern foreign languages.

The institute program has been extended to include not only the modern foreign language and the guidance and counseling but it also includes institutes in reading, history, geography, and English, and institutes for teachers of disadvantaged youth and for school library personnel, and also for educational media specialists.

We have provided, also, that the stipend may be paid to teachers in private schools as well as public school teachers who attend the institutes. This amounts to \$75 a week plus \$15 a week for each dependent. Extending the institute programs certainly broadens the legislation and puts as much emphasis on the humanities as we have previously placed on the physical sciences and mathematics.

I am particularly glad that we extended the institute program to include geography and history. In the kind of world in which we live, it is essential that the students in our elementary and secondary schools and colleges have a better understanding of the other countries of the world, their customs and cultures, an understanding of the problems that we face today. Therefore, may I repeat I was especially pleased when

geography and history were restored in the conference report. This was included in my original bill.

The last part of the bill is the title which extends the Federal impact legislation for 1 year and also extends this Federal impact to include the District of Columbia. This is long overdue and we have been assured that other appropriations for the District schools will not be cut because this provision has been added. The District of Columbia schools are a major responsibility of this Congress and funds are urgently needed; schools need to be built; programs need to be expanded.

This legislation, in my judgment, will do a great deal to continue to strengthen the educational programs in this country and I urge the adoption of the conference report.

The SPEAKER pro tempore (Mr. ALBERT). The time of the gentlewoman has expired.

Mr. POWELL. Mr. Speaker, I yield to the distinguished leader of the minority, the gentleman from New Jersey [Mr. FRELINGHUYSEN] 5 minutes, and I request if it be agreeable to the gentleman to yield to the gentleman from New York [Mr. MULTER] for a moment.

The SPEAKER pro tempore. The gentleman from New York [Mr. MULTER] is recognized for 1 minute.

Mr. MULTER. Mr. Speaker, in making a unanimous-consent request to file a conference report by midnight tonight I inadvertently, while correctly giving the title of the bill gave the wrong number of the bill, S. 646, and ask unanimous consent that my request be amended accordingly.

Mr. SPEAKER. Without objection, it is so ordered.

There was no objection.

Mr. FRELINGHUYSEN. Mr. Speaker, could I ask the gentleman from New York whether he intends to yield the minority 30 minutes in total or somewhat less than that? I would think it would be customary to yield to the ranking Member on this side 30 minutes and have him divide that time among those who may request it of him. I yield to the gentleman from New York in order that he may answer.

Mr. POWELL. I will yield to the Speaker who speaks with much greater authority than I can.

The SPEAKER pro tempore. The time is within the control of the gentleman from New York and the matter of how much time he yields is within the discretion of the gentleman from New York.

Mr. FRELINGHUYSEN. That comment by the Speaker comes as no surprise to me, Mr. Speaker. I again ask the gentleman from New York whether he intends to allow the minority 30 minutes of the time, and if so whether he would do it under the customary procedure of allowing the minority Member on this side to allocate that 30 minutes.

Mr. POWELL. In my 20 years in this House, it has been the customary procedure for the Member on the majority

side handling a conference report to allot the time and I will yield time to the minority as the debate proceeds.

Mr. FRELINGHUYSEN. I am sorry that the gentleman from New York could not even answer my question directly.

CALL OF THE HOUSE

Mr. GROSS. Mr. Speaker, I make the point of order that a quorum is not present.

The SPEAKER pro tempore. The gentleman from Iowa makes the point of order that a quorum is not present. The Chair will count. [After counting.] One hundred and forty-two Members are present, not a quorum.

Mr. MOSS. Mr. Speaker, I move a call of the House.

A call of the House was ordered.

The Clerk called the roll, and the following Members failed to answer to their names:

[Roll No. 266]

Abbutt	Gill	Pool
Alger	Grant	Reifel
Aspinall	Gray	Reuss
Auchincloss	Griffiths	Rivers, Alaska
Avery	Hanna	Rostenkowski
Bass	Hardy	St. George
Becker	Healey	Schadeberg
Berry	Hébert	Scott
Brademas	Hoffman	Selden
Brock	Hull	Sheppard
Buckley	Jones, Ala.	Sikes
Burton, Calif.	Kee	Smith, Calif.
Celler	Kilburn	Snyder
Clawson, Del.	Landrums	Stafford
Corbett	Lankford	Staggers
Corman	Leggett	Sullivan
Curtin	Lesinski	Talcott
Davis, Ga.	McIntire	Thompson, La.
Davis, Tenn.	Martin, Mass.	Thompson, Tex.
Dawson	Martin, Nebr.	Toll
Denton	Matsunaga	Tupper
Derounian	May	Vinson
Devine	Meador	Watson
Diggs	Michel	Weltner
Dorn	Miller, Calif.	Wharton
Edmondson	Miller, N.Y.	Wilson
Ellsworth	Montoya	Charles H.
Finnegan	Morris	Wilson, Ind.
Flynt	Morrison	Younger
Forrester	Pelly	

The SPEAKER pro tempore (Mr. ALBERT). On this rollcall 342 Members have answered to their names, a quorum.

By unanimous consent, further proceedings under the call were dispensed with.

The SPEAKER pro tempore. The chair recognizes the gentleman from New Jersey [Mr. FRELINGHUYSEN].

Mr. FRELINGHUYSEN. Mr. Speaker, when the point of no quorum was made I was saying that conferees who did not sign the conference report would not be given an opportunity to speak for a few minutes in respect to this conference report. I have it confirmed that the chairman of the full Committee on Education and Labor has refused a conferee the opportunity to speak on this bill. I regret very much he should have taken this action.

I should like to point out this was an unusual conference. There were 22 conferees on this bill. Fifteen of those conferees came from this body, 8 from the majority and 5 from the minority. No member of the minority signed the conference report. This, I might say, was not because we disapproved the basic objectives of the National Defense Education Act. Many of us were cosponsors of the original legislation.

However, as a conferee I feel very strongly that we had the position of the House to maintain in the conference, and on every point of significance concession was made to the point of view of the other body.

You will note that the statement of the managers on the part of the House said:

In most respects the substitute agreed upon in conference is like the House amendment.

Of course, this is only one of those half truths. This is true only because there was no disagreement between the House and the Senate bills in many respects, but in the points of difference on almost every point the House yielded to the Senate. Simply look at the report of the managers on the part of the House if you want to see what I mean. On the first page, it states that the Senate provisions with respect to the inclusion of the District of Columbia were adopted. That was not in the House bill. The Senate bill broadened the type of counseling and guidance so as to include advising students as to decisions as to the purpose of the program they should follow.

In title VI, relating to new types of institutes, the language used by the Senate was adopted.

With respect to the inclusion of equipment for the teaching of history, English, and civics, the provisions of the Senate bill were adopted and, most importantly, the very significant provisions for federally controlled teacher institutes in English, history, and geography were included, those provisions being suggested by the Senate. We were very concerned that this broadening might well involve too great a participation by the Federal Government in very sensitive areas. It was suggested during the conference that we needed an updating of the teaching of history so that we could have a more modern approach with respect to some of our historical background. If the Federal Government should involve itself directly in the teaching of history with the power to influence the content of these courses, we may very well have the kind of participation by the Federal Government that most of us deplore.

Mr. QUIE. Mr. Speaker, will the gentleman yield?

Mr. FRELINGHUYSEN. I yield to the gentleman from Minnesota.

Mr. QUIE. The gentleman will recall in conference the statement of one of the conferees that we needed the institute program for history because we have been teaching it wrong in the past. He said when we studied Civil War history in school we learned that it was fought over the slavery question, but really this was a question of the workers throwing off the yoke of the employer. You can see the philosophy of economic determinism coming up right there.

(Mr. FRELINGHUYSEN asked and was given permission to revise and extend his remarks.)

Mr. POWELL. Mr. Speaker, I yield 4 minutes to the gentleman from Michigan [Mr. GRIFFIN].

Mr. GRIFFIN. Mr. Speaker, at the outset, may I ask if I understood correctly that I have been yielded only 4 minutes? I thought it was to be 5 minutes.

Mr. POWELL. That is true, but we ran out of time due to the number of conferees that wanted to speak, so we had to cut down on the time allotted each individual.

Mr. GRIFFIN. So then it looks as though the minority will be allotted about 20 minutes out of the hour.

Mr. Speaker, I think the ranking minority Member, the gentleman from New Jersey, has described well the general results of the conference. Whether or not a conferee agrees with a position taken by the House, he is charged when he is appointed as a conferee with the responsibility of representing the House in the conference. I had always thought there should be at least some degree of insistence by House conferees in a conference upon the House position.

I would like to have any Member among the majority conferees get up and say that there was any real insistence on their part upon the House position on any major point of difference.

I should like to focus attention particularly upon title XI which deals with institutes to teach teachers how to teach certain subjects. Many of the Members probably believe that the funds provided in this bill are channeled through the States and that the States are able to determine, to some degree at least, how the funds are to be spent. This is not true with respect to title XI which establishes institutes to teach teachers how to teach.

Under this title, the Commissioner of Education in the Federal Department of Health, Education, and Welfare makes contracts directly with the universities that he selects to set up the institutes to teach teachers how to teach. Originally these institutes were limited to the sciences, mathematics, and modern foreign languages.

Originally, it was the philosophy of the National Defense Education Act that the Federal Government should temporarily strengthen instruction in the areas of math, science, and foreign languages with the idea that the Federal involvement in this limited area of the curriculum would be phased out. Instead of following through with that philosophy, the legislation now before us will extend Federal involvement into the social sciences.

Consider the situation where several universities are competing for a contract to set up an institute to teach teachers how to teach history, geography—and, of course, civics was included in the Senate bill and one of the conferees from the other body said that economics would be included in it next time—suppose one of the universities is dominated in its social science department by right wingers, and another university by leftwingers, the Commissioner of Education, under this bill, will decide which university will get the contract to teach teachers how to teach the social sciences.

To those who are concerned about Federal control of education, let me warn that we are moving toward the worst kind of Federal control of education—control of the curriculum.

Frankly, we would be better off with a general Federal aid program, which made grants to the States. At least the Federal control would be indirect in that kind of a situation.

Mr. Speaker, I was one of the original sponsors of the National Defense Education Act. I was one of those who developed and sponsored the student loan program which has been such an outstanding success. I favor and strongly support most of the bill that is before us today.

But I believe strongly that the House should insist upon its position with respect to titles III and XI. Therefore, I urge adoption of the recommittal motion that will be offered.

Mr. POWELL. Mr. Speaker, it is my pleasure at this time to yield 4 minutes to the gentleman from Minnesota [Mr. QUIE].

(Mr. QUIE asked and was given permission to revise and extend his remarks.)

Mr. QUIE. Mr. Speaker, the National Defense Education Act is supported by most of us and the impact aid also has the support of most of the Members of this House.

However, when we consider this legislation, let us bear in mind that there is one potentially dangerous provision that we struck from the bill in the House, in the amendment stage, but it is back in again when the Senate provisions were accepted.

Now, how can we say that the subject matters of history, geography, civics, and literature can be dangerous? I think it is dangerous when the Federal Government can influence the subject matter and the course content in these subjects. This is what the bill permits by the language in the conference report. The institutes are set up to retrain teachers. The Federal Government now finances the research into the new type of teaching of subject matter through the cooperative research program. When they choose the institutions that teach the history, the geography and the literature the way they want it done, then they can influence the way our young people will learn these subjects.

There was no way, under the parliamentary procedure, for us to put a barrier between the Federal Government and the institutions and teachers themselves. Some barrier must be put there to prevent Federal direction.

I have received a telegram from the commissioner of education in Minnesota, who is also concerned about this problem. He suggests that at least State department of education approval ought to be necessary for any plan from an institution of higher education before an institute program is set up.

You have seen the manner in which math is being taught, and the change occurring in the teaching of math. I imagine you cannot understand how your children are studying their math, because it is so different. This can hap-

pen in respect to history. You may not even recognize the history being taught to tomorrow's students, if this goes through. Math is an exact science. The recent changes do not bother us in the Congress. It bothers some people who are teaching math. It bothers some mathematicians in the country. If the people who are teaching the new math now are incorrect, and this is standardized across the country, the country might suffer, which I doubt, since it is an exact science, but history, geography, and literature are not exact sciences and therefore it is more important that they are protected from Federal influence.

We are treading on dangerous ground. I believe it would be better for us to accept the motion to recommit, so that these subject matters may be left out of the National Defense Education Act for another year, which would permit the Congress to look at this area and to make certain that Federal direction will not happen.

The people who have been promoting Federal aid for a long time at least have said that they opposed Federal control. Here we would be opening the door.

Some people have said, "Let us at least permit these subject matters come in, and if there is control we will change that later." I say we will not be able to change it later on, because those whose philosophy is given assistance from the Federal Government will be in here pushing as hard as they can to protect their ability to have their ideas put forth in the teaching of these subjects.

If we want a diversity of education and freedom of education in this country, then the motion to recommit which the gentleman from New York is going to offer should be adopted.

In the area of equipment as well, the motion to recommit would drop these subject matters. Here again, if we continue with the categorical aid approach we can see how Federal influence and Federal direction could occur in the schools.

One of the reasons why there are proposals for broadening the categories is that the administrators say there is an overemphasis now. There is special treatment for the teachers of science, math, and modern foreign languages in the schools they say. They want that treatment for other subject matters. When only certain categories are added, the criticism is not remedied. There should not be any categories, if we are going to expand the equipment title and if the motion to recommit does not prevail I believe it is imperative that as soon as possible National Defense Education Act should be liberalized to permit the acquisition of equipment for the teaching of any academic subject. In the institute title, if the motion does not prevail, I believe we ought to then change the law as soon as possible to channel the funds through the State departments of education in order that institutes may be held for any academic subject and therefore set up the State departments of education as a barrier between the institutions of higher education and the U.S. Commissioner of Education and prevent Federal direction.

Mr. POWELL. Mr. Speaker, I yield to my brother from New York [Mr. GOODELL], 4 minutes.

Mr. GOODELL. Mr. Speaker, first I should like to point out what the motion to recommit will involve. It will be a motion to recommit, offered by me, to instruct the conferees to strike out the words "history," "civics," and "geography," and to limit the word "English" to the English language arts.

The same type of effect will obtain in both the institute program for teaching the teachers how to teach and the equipment section of the National Defense Education Act.

In addition to that, my recommittal motion will provide for a 2-year extension of the impact legislation, rather than for the 1-year extension in the conference report.

Those are the two major effects of the motion to recommit with instructions. I am confident that if the motion is adopted we can get a bill back to the floor in a very, very short time.

Mr. QUIE. Mr. Speaker, will the gentleman yield?

Mr. GOODELL. I yield to the gentleman from Minnesota.

Mr. QUIE. Many of my colleagues, as well as people in the field of education, have shown an interest in English. They have felt that when the House passed the bill providing only for assistance in reading it did not go far enough. By having it refer to English language arts, we would add these parts of English to reading linguistics, comprehension, composition, and grammar.

These are methods and ways of instructing in English, but it leaves out literature. When you get into literature, you come into a controversial area. That is why history, civics, and geography are dropped out in the motion to recommit. By listing English language art, it amounts to dropping out the literature part of it.

Mr. GOODELL. In effect, what we are saying in the recommittal motion and instructions is that the Federal institutes have no business going into the question of literature and poetry and how it should be taught in schools and have no business of going into the question of history and how it should be taught. As the gentleman from Minnesota [Mr. QUIE] has pointed out in an exchange with the gentleman from New Jersey [Mr. FRELINGHUYSEN], in the conference one of the conferees did make the point that we should have these institutes for teachers because we have been teaching history about the Civil War wrong. In history as it has been taught up to now, he said, too much emphasis has been given to the question of slavery as the cause of the Civil War. What business is it, I ask you, of the Federal Government and Federal institutes to tell teachers around this country how they should teach history? It is a very dangerous move that we are making in this direction.

I would also emphasize that even if—and I say even if—the recommittal motion is adopted and the conferees should refuse to go along with the instructions, both the National Defense Education Act

and the Impacted Areas Act extend through next June 30. We will be back in session, in other words, before they lapse. There is, however, no reason whatsoever why the conferees could not go back into conference immediately and adopt the bill as instructed in the recommittal motion. I urge all Members to vote to instruct the conferees in the manner of the recommittal motion so that we can stop right now this attempt to convert the National Defense Education Act into a general aid to education bill with controls from Washington.

Mr. POWELL. Mr. Speaker, I will be happy to yield 4 minutes to the last objector on the minority side, the gentleman from Illinois [Mr. FINDLEY].

Mr. FINDLEY. Mr. Speaker, on several occasions direct proposals for general aid to education have been before Congress and each time they have been stymied in committee. This legislation illustrates the back or side door approach which accomplishes general aid to education by small stealthy steps.

It is done in the name of national defense, a term that too often is treated as a sacred cow precluding any scrutiny or amendment.

If we accept the idea that history, reading, and geography are directly related to national defense, then there is no limit to how far this program can be broadened and thus very quickly become a complete general aid to education program.

The only argument made in behalf of adding these institutes has been the financial need of local units. No argument was advanced in an effort to relate these studies directly to national defense. These institutes have no proper part in a national defense program. If we accept this legislation, we open the gate for general aid to education program which inevitably brings with it the Federal controls many of us fear so much.

Mr. QUIE. Mr. Speaker, will the gentleman yield?

Mr. FINDLEY. I am glad to yield to the gentleman from Minnesota.

Mr. QUIE. I thank the gentleman for yielding in order to point out that this is a more dangerous way of granting what turns out to be practically general aid to education than if we had broad general aid with no direction at all and no categories. It also should be pointed out that this bill, I am willing to accept it, greatly expands National Defense Education Act. We accepted the change that was in the Senate bill such as to expand the guidance and counseling to the colleges to add education media specialists, English language arts and many others. We ask in the area of major controversy in sensitive subjects that they be dropped from the legislation this year. We can expect the Senate might look at this favorably, because there was no real effort made by the House conferees to get the Senate to accept the House point of view on the institutes or the equipment title as related to these categories. I think we can expect that this bill could be reported back quickly and passed this year. But, as pointed out by the gentleman from New York, this would mean that we would not

be in danger of hurting the program if this did not happen because early next year we can pass the legislation, if we cannot do it this year. The present law carries on as do the appropriations until next year. I think the action that we take this afternoon is going to point the Federal direction in education more than anything that has been done since the time general aid to elementary and secondary schools was considered on Calendar Wednesday, just a few years ago.

Mr. GOODELL. Mr. Speaker, will the gentleman yield?

Mr. FINDLEY. I yield to the gentleman from New York.

Mr. GOODELL. Mr. Speaker, I would like to emphasize two points. One, that those of us who are speaking, particularly Mr. QUIE, Mr. FRELINGHUYSEN, Mr. GRIFFIN, and myself on this side, have been active supporters of the National Defense Education Act. We believe in this legislation. We have supported and helped to develop the expansion in this program as far as student loans and the other good aspects are concerned, particularly with reference to mathematics, science, and foreign language.

The difference comes, however, when they place into this legislation literature, history, civics and geography, areas where there can be tremendous controversy. And they have not inserted any guidelines or standards to keep us from Federal control. They do not involve the States.

I would also emphasize, as my second point, that we extend in this recommittal motion with instructions the impact legislation for 2 years, because we feel that this legislation should be extended so the school boards will have ample warning of what is going to happen in this field.

The SPEAKER pro tempore. The time of the gentleman from Illinois has expired.

Mr. POWELL. Mr. Speaker, I yield 5 minutes to the distinguished ranking Member on my side, the gentleman from Kentucky [Mr. PERKINS], who has done so much in this field.

Mr. PERKINS. Mr. Speaker, when the House and Senate approve this conference report, it will be a great day for American boys and girls. I am surprised to hear the gentlemen on the minority side yell "Federal control" and drag out this old tired bogeyman which is simply a flimsy strategy to defeat good legislation. Especially am I surprised since they say they have been supporting the National Defense Education Act as it applied to science, mathematics, and modern foreign languages. The categories we have added—history, geography, civics, and English will lessen Federal control because it will give the States greater freedom in strengthening those courses of instruction where the need in the local situation is the greatest.

The provisions of the National Defense Education Act providing funds for equipping science, modern foreign language, and mathematics programs in the schools has had a substantial impact on increasing educational opportunities

throughout the Nation. As critical as the needs of our Nation were, in 1958 and in subsequent years, for technical and scientific manpower, I have never felt that the welfare of this Nation was best served by ignoring other categories of instruction in our schools. It is obvious that the effectiveness of our educational programs in English, reading, history, and geography have a direct effect on the ability of our school systems to fulfill all of our national educational needs.

I can assure my friends across the aisle that no one is more sympathetic with granting longer extension for Public Laws 815 and 874 than I am. In fact, if pages 17237 through 17241 of the CONGRESSIONAL RECORD of August 3, 1964, are referred to it will be seen that I urged at that time at least a 2-year extension of this program. At the same time, I inserted in the RECORD a summary of entitlements for the States under these programs and the tremendous importance of the impacted legislation in a great number of congressional districts. However, no one here should have any doubt whatsoever about the effect of the motion to recommit with these instructions. I can assure my colleagues that the Senate conferees have given every indication that a recommittal under such circumstances will simply mean that any further treatment of either the National Defense Education Act or the impacted areas legislation will have to await the 89th Congress.

Moreover, it should be recalled that the extension of Public Laws 815 and 874 considered by the House in connection with H.R. 11904 on August 14 was pursuant to House Resolution 852 of the House Committee on Rules which stated:

It shall be in order to consider, without the intervention of any point of order, the text of the bill (H.R. 12363) to extend Public Laws 815 and 874, 81st Congress (federally affected areas), for 1 year until June 30, 1966, as an amendment to the bill.

Mr. Speaker, only a few weeks ago, in August, and last week in conference, I voted the proxy of the gentleman from Florida [Mr. GIBBONS], along with myself, and if the minority conferees had been sincere then in support of a 2-year extension they could have obtained a 2-year extension last week in conference. However, they did not see fit to go along with a 2-year extension just last week in conference.

I want to make this observation: Right here at the end of the Congress, and knowing just how the conferees of the Senate feel about this measure and how the House conferees feel, there will not be any getting together, there will not be any meeting of minds. If the House fails to approve the conference report, the Members of the House can rest assured that the impacted areas bill will expire on June 30, 1965. As a result, the school people and the districts that are affected throughout the Nation will not have any certainty about just what will be the future. We certainly need to extend this bill for which provision is made in the conference report until June 30, 1966.

Mr. QUIE. Mr. Speaker, will the gentleman yield, since he has made some inference with reference to the minority?

Mr. PERKINS. I yield to the gentleman from Minnesota.

Mr. QUIE. I would like to put the RECORD straight. Does the gentleman from Kentucky recall when we had a conference outside the meeting of the House, that I offered the motion to make it provide for a 2-year extension of the impacted areas bill? I offered it and as I recall I had good support from the minority side.

Mr. PERKINS. Let me say to the gentleman from Minnesota was I not the one who offered the motion that it be a 2-year period?

Mr. QUIE. No; I believe the gentleman is incorrect.

Mr. PERKINS. Well, how many Members on your side voted for the 2-year extension proposal?

Mr. QUIE. Five.

Mr. PERKINS. I do not accept that. The SPEAKER pro tempore (Mr. ALBERT). The time of the gentleman from Kentucky has expired.

(Mr. PERKINS asked and was given permission to revise and extend his remarks.)

Mr. POWELL. Mr. Speaker, I yield 5 minutes to the distinguished chairman of the subcommittee which handled the legislation involving Public Laws 874 and 815, the gentleman from Pennsylvania [Mr. DENT].

(Mr. DENT asked and was given permission to revise and extend his remarks.)

Mr. DENT. Mr. Speaker, since the question of impact legislation has come up, I believe it is important that the Members of the House understand exactly what is happening in this impact area legislation.

Mr. Speaker, the impact area legislation has climbed in the last 4 years from \$269 to \$390 million.

Now, Mr. Speaker, what is happening? There are certain areas of this country that are impacted physically by installations of the Government but which are not receiving impacted aid. Other districts within the Nation that are impacted physically by the persons who work in these particular institutions or Government installations are receiving aid.

For instance, Mr. Speaker, we have the condition that exists in the city of Los Angeles, where we just attended a public hearing. The city of Los Angeles misses coming within the act by four-tenths of 1 percent, simply because in drafting the act it was stated that all school districts that had less than 35,000 people in the school district would be impacted if they had a 3-percent impactation.

But all that had over 35,000 pupils would be impacted only if they had a 6-percent impact. The city of Los Angeles with 5.6 percent was denied any impacted area money when they only lacked four-tenths of 1 percent of arriving at the 6-percent impact.

On top of that there has been another evil, as I call it, creep into this situation. When the legislation started out it started out in an dishonest effort to aid

districts that were injured by Federal impact. Now we have 13 States that take credit for some of the money, as high as 55 percent of the money that is paid by the Federal Government to the school district. The State denies the school district that much money from State funds that are expended for public education. So, in truth you have a situation where 13 States are taking impact moneys from the Treasury of the United States and putting it into the general education fund for all of the school districts, impacted or not.

We are anxious to preserve the impacted area legislation for the districts that qualify as Congress intended them, and in so doing we are asking that this legislation be extended for only 1 year, which gives us practically a 2 fiscal year extension because it does not run out until 1965 under the present law. During that time we hope to come to the House with reforms that will give the House a clear-cut picture of exactly what is happening under the impacted area bill. We do not expect to come before the House to deny aid where it is needed, nor do we expect to come in with any reform that would destroy the present school systems receiving aid under the law. We hope to make it more equitable for the school districts now being denied this assistance where they need it. I assure you we have nothing in mind in the 1-year extension except to come before the House with legislation we can defend under any circumstances. I say to you that a close examination of the operation of the law as it is now written would make it difficult for any Member of the House to defend the act as it now is. Therefore those of you 306 Members of this House who have school districts within their districts that need to receive this money would take good advice, I assure you, from a friend in court who is standing before you now, to accept a 1-year extension rather to accept the fake proposal for a 2-year extension by insincere people who would deny all aid under impacted legislation.

Mrs. GREEN of Oregon. Mr. Speaker, will the gentleman yield?

Mr. DENT. I yield to the gentleman from Oregon.

Mrs. GREEN of Oregon. First, I want to congratulate the gentleman from Pennsylvania who has jurisdiction over this Federal impact legislation. In working with the District of Columbia, is it not true you have been able to work out an arrangement so that if the District of Columbia is included in this, as I hope it will be, the funds will not be cut in some other bill? This will be additional money for desperately needed educational programs and there is assurance that this Federal impact money will go to those schools that need the money most, and not in the most affluent sections of the city?

Mr. DENT. The gentlewoman is right. I fought inclusion of the District of Columbia in the impact bill simply because after a personal inspection of the schools in this district I was not convinced, nor could I believe, because I could not get word from those in charge of the schools in this area, that they

would allocate this money to the needy schools. At this time we have the word from those concerned that any moneys will be used for the benefit of the underprivileged districts that now exist within the District of Columbia.

Mr. POWELL. Mr. Speaker, I yield 2 minutes to the gentleman from New Jersey [Mr. THOMPSON].

Mr. THOMPSON of New Jersey. Mr. Speaker, this is a particularly interesting performance today. The history of the National Defense Education Act is known to all of us. It is the primary pride and responsibility of two distinguished Members from Alabama, the senior Senator and Representative CARL ELLIOTT. It is also the product of innumerable hours of work and great interest on the part of a large number of members of the Committee on Education and Labor, on the list of whom is the distinguished gentlewoman from Oregon, and others.

There have been great contributions made by Representatives FRELINGHUYSEN, QUIE, GOODELL, and other Members on the Republican side of the aisle. The fact of the matter is, as everyone knows, that the National Defense Education Act was passed as a very happy but spontaneous response to sputnik. I have said many times that it reflected a desire on the part of the American people to manufacture through the act instant mathematicians, scientists, and linguists, but it neglected then, and I spoke about it then and I speak about it now, the all-important fields in the humanities.

Support from the other side on this effort, this incredible effort, would mean that the Members of this body want to go back to the day when anyone who could read without moving his lips was suspect. I defy anyone to say and to prove what danger there is in improving the teaching of literature, of the English language, of history, of civics, and of geography. I defy anyone to say that the emphasis must and should still be an emphasis on mathematics, science, and modern foreign languages. This is perfectly absurd. Of course it is a reflection of what is going on in the country today. Anyone who can read and write is a suspicious character.

The fact is that this is a great and a wonderful act. It should have included all of the humanities to begin with, all of the subjects which are being talked about. They should have been included to begin with, and if they had, despite some of the Members of this body who rant and rave about the dangers of teaching people, the Nation would be richer for that.

Mr. POWELL. Mr. Speaker, I yield 2 minutes to the distinguished gentleman from Florida [Mr. GIBBONS], a member of the subcommittee, who has made a great contribution to the work of this committee.

Mr. GIBBONS. Mr. Speaker, I have listened attentively to all of the debate on this subject. The debate today sort of reminds me of one of the election-year jokes I hear going around, when one candidate asked, "How many States do

you intend to carry?" and he comes back sharply and says, "All 13 of them." That is about how modern some of the thinking has been on education here today.

Ninety-nine percent of this bill and the good in this bill is noncontroversial. Let us just talk practically for a little while about what is supposed to be so bad in this bill.

First of all, we are told that it is bad and it is Federal interference in education and it is going to hurt somebody real bad if we give the people who are teaching English some modern tools to teach English with, or if we give some modern equipment to people who are going to teach geography. I am talking about equipment, such things as maps, globes, overhead projectors, all those nasty things you think will influence some tender mind and put some doctrine in it that we in Congress want to pass off on them. We know that is utterly and completely ridiculous.

Second, what is the really horrible, bad thing, the Federal interference in this bill? We are talking about people going to institutes to upgrade themselves a little bit.

We are not talking about first, second, or third graders. Neither are we talking about high school students or intermediate students or even college students. We are talking about people who have a college degree going to an institute to try to bring up to date and to upgrade the training that they had in college, which sometimes might have been 20 or 30 years ago or in some cases just a few years ago. But all of us know who have kept in touch, that there are now 50 States and not just 13 States and we know that this world is changing and that this Nation is changing. I submit to you that there is no reason in the world why we cannot let these college graduates go to a voluntary institute where they are not forced to go, where they can have an opportunity to be taught by other intelligent people so that they can update themselves in the area of their own specialty. That is the scare talk that is being thrown into this debate. That is the scare talk that is being thrown against this bill. That is all their argument amounts to—that equipment is going to influence these young, tender people that they are going to be influenced by these projectors and maps and slides. Yes, they might show a country red on a map, but I submit to you that all the talk we have heard here today is baseless scare talk.

This bill is a good bill. It does many fine things for education. It does many fine things for this Nation. It should be adopted in toto. I submit that we will move our country ahead and we will move the world ahead if we look at education today in a rational sense and not in an antiquated sense or in the same sense that we looked at years and years ago when there were no public schools and when very few people had any education at all. We are living in a modern, competitive age. This bill has no Federal influence in it that should scare anybody off.

The SPEAKER pro tempore (Mr. NATCHER). The time of the gentleman has expired.

Mr. POWELL. Mr. Speaker, I yield to the distinguished chairman of the Subcommittee on Labor and also a member of the Subcommittee on Education, the gentleman from California [Mr. ROOSEVELT] 5 minutes.

(Mr. ROOSEVELT asked and was given permission to revise and extend his remarks.)

Mr. ROOSEVELT. Mr. Speaker, I think it becomes obvious that the gentlemen on my left did not get the kind of conference report they wanted and that they are now accusing the Members on this side of the aisle that we did not fight hard enough for what they wanted and that therefore the conference report is no good. Therefore, my friends, it becomes obvious that what we did on our side was to probe as deeply as we could in our conference with the Members of the other body as to where they would stand firm and where they would give. We have come up with what I think is a workable bill and a defensible bill, and a bill that carries out the basic purposes of the National Defense Education Act in the most intelligent manner that could be arrived at in conference.

I want to say one thing as clearly as I can say it. The proposed recommitment motion of the minority would mean, if it were adopted, my friends, that we would not have the impact area legislation in effect on next June 30 when it expires. It is just as plain and as simple as that. In other words, they know, and if they do not know, they should know it, that we do not have a chance to work up in a conference any bill that could be enacted in this session of the Congress. That would mean that when we met next year, this whole matter would come up and it would be completely controversial. All of these impacted area districts would have no way to plan and no way to know what to do. So when June 30 came around, Public Laws 815 and 874 would probably be out of business and we would have no impacted area districts knowing where to move.

So if you want your impacted area districts to be able to plan and to be able to move ahead in the next year, and we all know what the planning involves, the only way to do it is to adopt this conference report now so as to assure yourselves you are going to have that impacted area support in your districts.

May I also say just one word about this claim that we are trying to bring about Federal interference in matters of history and geography.

Let me point out to my good friends that, quite contrary to the letter you have before you, there is nothing about civics in the part of the bill dealing with equipment. That is restricted very definitely to geography and history, and that was worked out in conference.

My friends, in all honesty, would you not want your children to be taught by people who are the best trained in these very important changing subjects which

make up such a part of a rounded education today? I believe you would. I believe you also know, if you understand the National Defense Education Act bill at all, that the Federal Government does not pick out the institutes. The Federal Government in no way tries to put in its philosophy, if it has one. It cannot do so under existing law or under the bill as now before you. These institutes are approved by the States and not by the Federal Government.

It becomes obvious, therefore, that the hobgoblin or the scare item raised on the other side is nothing but that. All we are trying to do is to make certain that when these subject matters are taught they be taught by the best trained people we can possibly help to get trained and that they have the best equipment available so that the modern techniques of learning may be applied.

One of my friends on the other side asked whether I could understand how my child was taught mathematics. I have to admit I do not, but I also say that I hope my child is not going to be taught geography the way I was taught geography.

In all of these matters we are not talking about content, but we are talking about training and we are talking about equipment to do the job.

Mr. PERKINS. Mr. Speaker, will the gentleman yield?

Mr. ROOSEVELT. I yield to the gentleman from Kentucky.

Mr. PERKINS. The equipment likewise is selected by the local school boards in the States and not by the Federal Government; is that correct?

Mr. ROOSEVELT. The gentleman is absolutely correct. In other words, there is no Federal interference involved. I would not be for this bill if there were Federal interference in the bill of any kind.

Mr. SMITH of Iowa. Mr. Speaker, will the gentleman yield?

Mr. ROOSEVELT. I yield to the gentleman from Iowa.

Mr. SMITH of Iowa. Is it not true that the more restrictions there are on the curriculum the more control there is, so that as we expand the curriculum we reduce the control?

Mr. ROOSEVELT. The gentleman is absolutely correct.

My friends, I can say in summary what you have been given and asked to vote for today is merely a proposal to make the National Defense Education Act modern, up to date, and at the same time to preserve the impact area bills which mean so much to so many people of this House.

Mr. POWELL. Mr. Speaker, I yield myself the remainder of the time.

(Mr. POWELL asked and was given permission to revise and extend his remarks.)

Mr. POWELL. Mr. Speaker, this matter has been under consideration under the chairmanship of the gentlewoman from Oregon [Mrs. GREEN] for 2 years. This is no hodgepodge, last-minute bill we are bringing before you from the conference. In fact, nearly everything

in the conference report bill was passed upon by the Committee on Education and Labor.

We have received not one single telegram nor one letter from anywhere in this Nation against this act.

Mr. Speaker, at this time I ask unanimous consent to include a representative cross section of communications from outstanding educators of this Nation from nearly every single State of the Union—north, south, east, and west—in the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New York?

There was no objection.

NEW ORLEANS, LA.,
July 23, 1964.

Congressman ADAM CLAYTON POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.:

As the chairman of our State association of 15 college English department chairmen and as the vice president of the Louisiana Council of Teachers of English, which embraces nearly 800 English teachers, I hope that your committee will recommend a 2-year extension of the National Defense Education Act plus the inclusion of English under provisions of title 3 for the sake of our profession and education everywhere.

CRESAP S. WATSON,
Louisiana State University.

STEVENS POINT, WIS.,
July 22, 1964.

Representative ADAM C. POWELL,
Chairman, House Education and Labor Com-
mittee, House Office Building, Washing-
ton, D.C.:

Science and technology are beginning to receive the understanding and support they have long deserved however we need to also understand and support the needs that exist in the humanities and the social sciences. I urge that consideration be given these vital areas in the discussions and deliberations of your committee as you consider extending the National Defense Education Act specifically that English be included in order that institutions such as ours might be able to purchase equipment for summer institutes and other programs designed to improve the teaching of English. I will be happy to supply additional comment if more support is needed.

JAMES H. ALBERTSON,
President, Wisconsin State University.

SAN MARCOS, TEX.,
July 23, 1964.

Hon. ADAM C. POWELL,
Chairman, House of Representatives Com-
mittee on Education and Labor, House
of Representatives, Washington, D.C.:

Recommend earnest consideration inclusion of English studies in extension of National Defense Education Act proposed in H.R. 11904 title 3.

RALPH HOUSTON.

MIAMI, FLA.,
July 24, 1964.

Representative ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, U.S. House of Representatives,
Washington, D.C.:

The Dade County Classroom Teachers Association earnestly urges your favorable consideration of H.R. 11904 which incorporates desperately needed improvements in the present National Defense Education Act. We respectfully ask your support and affirmative vote of this bill to help improve the

teaching professions desire to set higher standards for educating Americas children.

PAT L. TORNILLO, Jr.,
Executive Secretary, Dade County Class-
room Teachers Association.

KIRKSVILLE, MO.,
July 23, 1964.

Hon. ADAM C. POWELL,
U.S. House of Representatives, Washington,
D.C.:

Public school welfare demands approval of English institutes as proposed by Representative GREEN under National Defense Education Act.

LOREN V. GRISSOM.

SAN RAFAEL, CALIF.,
July 24, 1964.

Representative ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.:

Earnestly request your approval of H.R. 11904 with inclusion of English under title III. Would be strong impetus to improving the teaching of English.

JAMES L. PIERCE.

SANTA ROSA, CALIF.,
July 25, 1964.

ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.:

I understand hearings on extension of National Defense Education Act programs in English are scheduled. Teachers of English in central California and their students strongly urge favorable consideration.

DOUGLAS CAMPBELL, President,
Central California Council of Teachers
of English.

CINCINNATI, OHIO,
July 23, 1964.

ADAM C. POWELL,
House of Representatives,
Washington, D.C.:

I strongly urge National Defense Education Act expansion to include features outlined in H.R. 11904.

RAY A. YOUNG, Superintendent,
Greenhills Forest Park City Schools.

CONCORD, CALIF.,
July 27, 1964.

ADAM C. POWELL,
Chairman, Select Subcommittee on Edu-
cation, House of Representatives, Wash-
ington, D.C.:

I strongly urge that you include English in the National Defense Education Act. Being formulated.

Respectfully.

DICK WORTHEN, Chairman,
Curriculum Study Commission.

ST. LOUIS, ILL.,
July 23, 1964.

Hon. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.:

Inclusion of English urgent in H.R. 11904, extension of National Defense Education Act of 1958.

GLADYS R. STEINMAN.

TALLAHASSEE, FLA.,
August 4, 1964.

Representative ADAM CLAYTON POWELL,
U.S. House of Representatives,
Washington, D.C.:

Please vote in favor of H.R. 11904 to expand National Defense Education Act or the Senate version passed Saturday. We in social studies education feel that there is nothing more important in terms of America's future than developing citizens capable

of handling 20th century problems. To do this we need teacher institutes, materials for students, and leadership support. I would appreciate having your reaction.

R. J. SKRETETING,
Florida State University.

ALBANY, N.Y.,
July 23, 1964.

Hon. ADAM C. POWELL,
Chairman, Committee on Education and
Labor, House of Representatives, Wash-
ington, D.C.:

H.R. 11904 most important improvement to National Defense Education Act. Additional teachers program, increase in student loan, and guidance in public elementary school are significant advances. Urge your favorable consideration.

CLAYTON B. ROSE,
New York State Teachers Association.

NEW ORLEANS, LA.,
July 27, 1964.

Congressman ADAM CLAYTON POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.:

After several years as chairman, freshman English, in large integrated urban State college, convinced of need to include English under title 3 of National Defense Education Act. Extension reason acute shortage of trained teachers available.

GEORGE REINCKE,
Louisiana State University.

BALTIMORE, MD.,
August 5, 1964.

Hon. ADAM C. POWELL,
Chairman, Committee on Education and
Labor, Washington, D.C.:

Congratulations on successful committee action under your leadership on H.R. 11904. Urge continued efforts for prompt and favorable congressional action on the expanded National Defense Education Act.

EDYTHE D. MYERS,
Baltimore Public Schools.

VALLEJO, CALIF.,
July 30, 1964.

Representative ADAM CLAYTON POWELL,
Washington, D.C.:

I urge you to include English in the new National Defense Education Act.

JANE F. JONES.

TALLAHASSEE, FLA.,
August 4, 1964.

Representative ADAM CLAYTON POWELL,
U.S. House of Representatives,
Washington, D.C.:

In the interest of developing more effective citizens please aid the teachers of social studies by an affirmative vote for H.R. 11904. Expanded scholarships institutes to update teachers and materials for the classroom are essential to improving the schools contribution to social studies education.

H. D. JACKSON,
Florida State University.

TALLAHASSEE, FLA.,
August 4, 1964.

Representative ADAM CLAYTON POWELL,
U.S. House of Representatives,
Washington, D.C.:

As a teacher interested in the future of our country I ask that you vote in favor of H.R. 11904 to extend the National Defense Education Act support to the social studies. Our children need materials and skills in the social studies to match their knowledge in the sciences.

GIFFORD G. HALE,
Florida State University.

IOWA CITY, IOWA,
July 23, 1964.

Hon. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.:

Have observed over 20 English institutes. Convinced they are best thing yet for training of high school English teachers. Strongly support inclusion of English in H.R. 11904.

JOHN C. GERBER,
University of Iowa.

LEXINGTON, VA.,
July 23, 1964.

Hon. ADAM CLAYTON POWELL,
House Committee on Education and Labor,
U.S. House of Representatives, Washington, D.C.:

Respectfully urge passage of H.R. 11904 amending the National Defense Education Act of 1958.

SEVERN DUVALL,
Washington and Lee University.

MILWAUKEE, WIS.,
July 23, 1964.

Hon. ADAM POWELL,
Chairman, House Committee on Education and Labor, Washington, D.C.:

I should like to register strong support of myself and colleagues for H.R. 11904 amending the 1958 National Defense Education Act to include English in title III and title XI.

G. W. DUNLEAVY,
University of Wisconsin.

CARSON CITY, NEV.,
July 27, 1964.

HOUSE COMMITTEE ON EDUCATION AND LABOR,
U.S. Congress,
Washington, D.C.:

Urge consideration and action to extend National Defense Education Act through H.R. 11904. Act has resulted in upgrading competencies of counselors and guidance services in Nevada schools.

FRANK R. BROWN,
Nevada Department of Education.

SUPERIOR, NEBR.,
August 28, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education and Labor, Washington, D.C.:

English elimination from National Defense Education Act endangers progress—new Nebraska English curriculum urge retention.

Mrs. MINNIE CAMPBELL.

PHOENIX, ARIZ.,
August 30, 1964.

ADAM CLAYTON POWELL,
House Committee on Education and Labor,
House Office Building,
Washington, D.C.:

English most basic of all courses; please help with bill H.R. 11904.

M. HACKETT,
Scottsdale, Ariz.

NORFOLK, NEBR.,
August 28, 1964.

Hon. ADAM CLAYTON POWELL,
Chairman, House Committee on Education and Labor, Washington, D.C.:

New English program just beginning to show encouraging results. Would urge your support of National Defense Education Act.

Mrs. MARVIN FUHRMAN,
Mrs. DALE ANDERSON.

POUGHKEEPSIE, N.Y.,
September 1, 1964.

Hon. ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.:

Vassar College English Department understands reasons for House amendments to bill extending Defense Education Act but strongly urges House Senate conference replace term "reading" by term "English" in amended bill

11904, title XI, section 1101, subheading 2. We know from work with New York teachers that good teaching of reading demands not mere technical skills but range and depth in experience of literature and composition.

CAROLINE MERCER.

GALESBURG, ILL.,
September 2, 1964.

Hon. ADAM CLAYTON POWELL,
Chairman, House Committee on Education and Labor, House of Representatives, Washington, D.C.:

The Knox College English Department strongly urges that word "reading" be replaced with the word "English" in the amended House bill 11904, title XI, section 1101, subheading No. 2.

HOWARD A. WILSON,
Chairman.

MEMPHIS, TENN.,
September 1, 1964.

Representative ADAM C. POWELL,
Chairman, House Committee on Education and Labor, House of Representatives Office Building, Washington, D.C.:

We earnestly recommend replacement of word "reading" by word "English" in amended bill 11904, title 11, section 1101, subheading No. 2. The need for improving education and professional qualifications of teachers of English all levels is urgent and Federal assistance for this purpose is indispensable in our opinion. We profoundly regret limitation of National Defense Education Act assistance to teaching reading in House version of bill.

Respectfully,

REDDING SUGG,
Memphis State University.

CORTLAND, N.Y.,
August 19, 1964.

Hon. A. C. POWELL,
House Office Building,
Washington, D.C.:

What does our country need more today than better communication? To promote it, please restore English in title 3 of H.R. 11904, National Defense Education Act extension and support passage of bill.

Respectfully,

MARGARET ROOHAN.

CORTLAND, N.Y.,
August 19, 1964.

Hon. ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.:

I urge passage of H.R. 11904 National Defense Education Act extension with English to be included in title 3, effective language essential to all communication.

DORIS C. PRICE.

CORTLAND, N.Y.,
August 19, 1964.

Hon. ADAM C. POWELL,
House Office Building,
Washington, D.C.:

Urge vote for H.R. 11904 English to be included in title 3, National Defense Education Act. Better communication absolutely necessary to American democracy and world relationships. Only better teachers, well trained, can teach communication better.

BEULAH R. PEPPER.

CORTLAND, N.Y.,
August 19, 1964.

Hon. ADAM C. POWELL,
House Office Building,
Washington, D.C.:

Please support the inclusion of English in title 3, National Defense Education Act, H.R. 11904. Good teaching in English is a basic necessity of education.

HILDA ENNIS HAYES.

CHARLOTTESVILLE, VA.,
August 8, 1964.

Representative ADAM C. POWELL,
House of Representatives,
Washington, D.C.:

Strongly urge broader wording including English institutes like Senate version H.R. 11904.

FREDSON BOWERS,
University of Virginia.

AMES, IOWA,
September 8, 1964.

Congressman ADAM C. POWELL,
Chairman, House Committee on Education and Labor, House Office Building, Washington, D.C.:

We strongly urge that the word "reading" be replaced by "English" in the amended bill H.R. 11904, title 11, section 1101, subhead No. 2.

R. C. PALMER.

IOWA CITY, IOWA,
September 9, 1964.

ADAM C. POWELL,
House of Representatives,
Washington, D.C.:

To improve teaching of English throughout country we must first improve teachers own capacity to read and write, not simply show him techniques for teaching reading skills. Imperative therefore that word "English" replace word "reading" in amended bill H.R. 11904, title 11, section 1101. Hope you will support change strongly.

JOHN C. GERBER.

RICHMOND, IND.,
September 9, 1964.

ADAM C. POWELL,
Chairman, House Committee on Education and Labor, Washington, D.C.:

We urge the changing of "reading" to "English" in connection with institutes provided by amended bill H.R. 11904, title 11, section 1101, subheading No. 2.

WARREN STAEBLER.

BOSTON, MASS.,
September 6, 1964.

Hon. ADAM CLAYTON POWELL,
Chairman, House Committee on Education and Labor, House of Representatives, Washington, D.C.:

Strongly urge House Subcommittee on Education to broaden wording of amended bill H.R. 11904, title 11, section 1101, subheading No. 2 by replacing "reading" with "English."

Prof. MORTON BERMAN,
Boston University.

BOSTON, MASS., September 10, 1964.

Hon. ADAM CLAYTON POWELL,
Chairman, House Committee on Education and Labor, House of Representatives, Washington, D.C.:

Strongly urge House Subcommittee on Education to broaden wording of amended bill, H.R. 11904, title XI, section 1101, subheading No. 2, by replacing "reading" with "English."

Prof. MORTON BERMAN,
Chairman, Department of English,
Boston University.

CHICAGO, ILL., September 9, 1964.

Hon. ADAM C. POWELL,
House Office Building,
Washington, D.C.:

I urge the substitution of English for reading in the amended National Defense Education Act bill 11904, title 11, section 1101 subheading No. 2. Improvement in students' literacy will result only from improvement in the English teacher's own ability to read and to write.

GWYN J. KOLB,
Chairman, Department of English,
University of Chicago.

FAIRHARBOR, N.Y., July 22, 1964.

Representative ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.:

In view of fundamental importance of English to all other school subjects as well as to vocational and professional competence of adult citizens, I strongly urge you support its inclusion in title 3 of H.R. 11904.

Development of programs with English for cultural aid disadvantaged especially need Government support.

RICHARD CORBIN,

First Vice President,

National Council of Teachers of English.

DENTON, TEX.

July 22, 1964.

ADAM CLAYTON POWELL,
Chairman, House Committee on
Education and Labor,
Washington, D.C.:

As chairman of the committee on the preparation and certification of teachers English, our National Council Teachers English, and as teacher working with teachers in Texas and other States urge inclusion of "English" in provision of H.R. 11904, 2-year extension of National Defense Education Act, title 3. Need is national, immediate, and critical.

AUTREY NELL WILEY.

NEW YORK, N.Y.

July 22, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, House Committee on Education
and Labor, U.S. House of Representatives,
Washington, D.C.:

Urge inclusion of English in H.R. 11904 and extension of National Defense Education Act. English most desperately needed by culturally disadvantaged.

MURIAL CROSBY,

Assistant Superintendent of Schools.

BATON ROUGE, LA.,

July 22, 1964.

HON. ADAM C. POWELL,
House of Representatives,
Washington, D.C.:

I strongly urge that English be included in the National Defense Education Act.

CARL L. MARSHALL,

Chairman, Department of English,
Southern University.

EAST ST. LOUIS, ILL.,

July 22, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, Education and Labor Committee,
House Office Building, Washington, D.C.:

As private persons we urge favorable consideration of the support of English instruction as part of general educational support provided by H.R. 11904. We are teachers of English participating in English grammar workshop offered by Southern Illinois University, East St. Louis. Favorable committee action will hearten us.

Jeanne McCravy, Edna Tucker, Madeline Shafer, Constance Kitching, Earlene Simmonds, Ethel Alls, Luella Austin, Bessemer Kimbrell, Charles Thomas, Dennis O'Connell, Donna Best, Carol Mercer, R. Kuyyakanon, Gordon Wood, Bill Moody, Ronald Adams, Eleanore Onell, Mary Kollmann, Marceline Klekamp.

MILWAUKEE, WIS.,

July 23, 1964.

Representative ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.:

English Association, Greater Milwaukee, strongly urges endorsement title 3, National Defense Education Act.

MARICE WOLFE.

LA GRANGE, GA.,

July 22, 1964.

Representative ADAM CLAYTON POWELL,
U.S. House of Representatives,
Washington, D.C.:

Until boys and girls learn to read, to express their thoughts in writing, and to speak effectively, they will be handicapped in all school work. The teaching of reading, writing, and speaking is part of the job of the English teacher. I urge you to support the inclusion of English in the National Defense Education Act.

Dr. BERNICE FREEMAN,

Chairman, Georgia English Curriculum
Guide Committee.

LA GRANGE, GA.,

July 22, 1964.

Representative ADAM CLAYTON POWELL,
U.S. House of Representatives,
Washington, D.C.:

The La Grange branch, American Association of University Women urges you to support the inclusion of English in H.R. 11901 and the extension of the National Defense Education Act. This we feel is vital to the improvement of learning in all areas.

Mrs. ELWIN A. HAMER,

President, La Grange Branch,
American Association of Women.

BURLINGAME, CALIF.,

July 22, 1964.

Congressman ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.:

California Teachers Association certainly supports the broadening of title III of the National Defense Education Act. We particularly urge you to support the specific areas of English, history, and geography.

ARTHUR F. COREY,

State Executive Secretary,
California Teachers Association.

SLIPPERY ROCK, PA.,

July 22, 1964.

HON. ADAM CLAYTON POWELL,
Committee on Education and Labor,
U.S. House of Representatives,
Washington, D.C.:

Appreciating your support of education. Urge passage H.R. 11904.

JOHN A. DEARTH.

MILWAUKEE, WIS.,

July 22, 1964.

Representative ADAM CLAYTON POWELL,
U.S. House of Representative,
Washington, D.C.:

Because English is basic to effective education, I urge you to support bill title 3 of H.R. 11904 for inclusion of English under the National Defense Education Act.

ELIZABETH M. KERR,

Professor of English,
University of Wisconsin.

KIRKSVILLE, MO.,

July 23, 1964.

HON. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.:

English institutes as proposed by Representative GREEN in extending the National Defense Education Act are essential to public good.

C. V. HUENEMANN.

NEW YORK, N.Y.,

July 23, 1964.

Representative ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.:

Urgently plead that you vote to extend the National Defense Education Act and H.R. 11904. This should provide sizable appropriations for nationwide teachers training courses, research, and institutes in elemen-

tary school reading and English, with particular emphasis on unique methodologies required to teach the urban slum area children.

At present not one teacher in a thousand is adequately equipped to do this job.

Dr. ALDA RAULIN.

MILWAUKEE, WIS.,

July 21, 1964.

Representative ADAM CLAYTON POWELL,
House Select Subcommittee on Education,
Washington, D.C.:

Please support title 3 of H.R. 11904. It will be greatly appreciated.

LURA CARRITHERS,

Professor of Education,
University of Wisconsin.

WASHINGTON, D.C.,

July 21, 1964.

HON. ADAM C. POWELL,
House Office Building,
Washington, D.C.:

We urge your support for H.R. 11904, National Defense Education Act Amendments, 1964. We favor all amendments especially title XI providing expansion of guidance and counseling institutes for personnel in higher education. Prompt adoption of H.R. 11904 important because universities must plan now for best possible use of funds in 1965.

HELEN B. SCHLEMAN,

President, National Association of Women Deans and Counselors.

BERKELEY, CALIF.,

July 21, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, House Committee on Labor, House
of Representatives, Washington, D.C.:

U.S. English teaching disgraceful. Language is vital resource today. Imperative extend National Defense Education Act to include English.

KENNETH LANE,

Treasurer, Central California Council of
Teachers of English.

STEVENS POINT, WIS.,

July 21, 1964.

Congressman ADAM CLAYTON POWELL,
Chairman, House Committee on Education
and Labor, House Office Building, Wash-
ington, D.C.

DEAR CONGRESSMAN POWELL: I am pleased to know that English is included in the proposed extension of the National Defense Education Act. There is much evidence indicating that English is one of the weaker links in the public schools because of the overloading of English teachers and their lack of training. Funds provided by the act would assist in upgrading the training of English teachers and improve their morale by recognition of the importance of their task. I urge you to support the inclusion of English in the act.

LEE A. BURRESS, Jr.,

Chairman, English Department, Wisconsin State University.

ALBANY, CALIF.,

July 22, 1964.

Representative ADAM CLAYTON POWELL,
Washington, D.C.:

Urge approval of H.R. 11904 with English included under title 3.

EDMUND J. FARRELL,

Past President, California Association of
Teachers of English.

RIVER FALLS, WIS.,

July 21, 1964.

HON. CLAYTON POWELL,
House Committee on Education,
House of Representatives,
Washington, D.C.:

We urge approval of H.R. 11904 as reported by the subcommittee of your committee and the inclusion of English under title 3.

Present conditions in teaching this vital subject in the schools demand immediate efforts to upgrade the training of teachers and to improve instruction since informed teaching in English is the educational basis for learning in all subjects and for mature understanding of democratic human values.

FRANCIS P. CHISHOLM,
GERALD R. RANDOLPH,
ROBERT R. BECK,
EARL E. LEWIS,

Wisconsin State University, River Falls.

CLEMENT M. EYLER,
Tennessee Polytechnic Institute, Cookeville.

CHARLES E. BIERLY,
Wisconsin State University, Oshkosh.

UNIVERSITY PARK, PA.,
July 21, 1964.

Congressman ADAM CLAYTON POWELL,
*House Office Building,
Washington, D.C.:*

I hope that you will give your support to the new provision of H.R. 11904. These provisions strengthen the National Defense Education Act. They will help give the less privileged young people of the Nation means to understand our society and to take their rightful places in it.

HENRY W. SAMS,
*Head, Department of English,
Pennsylvania State University.*

OSHKOSH, WIS.,
July 21, 1964.

Representative ADAM CLAYTON POWELL,
*House Office Building,
Washington, D.C.:*

We urge your support of the inclusion of English under title 3 in the 2-year extension of the National Defense Education Act through H.R. 11904. Inability to communicate effectively in speech or writing is and will be highly detrimental to the national interest. Research shows that 50 percent of the Nation's English teachers are inadequately prepared. Further research indicates that 70 percent have had no advance training since certification. Inclusion of English would benefit the Nation by supporting the training programs and additional vital research.

JARVIS E. BUSH,
*Executive Secretary, Wisconsin Council
of Teachers of English.*

CHICAGO, ILL.,
July 21, 1964.

Congressman ADAM CLAYTON POWELL,
*House Office Building,
Washington, D.C.:*

Strongly urge passage H.R. 11904, especially emphasize importance of provisions for English. The teaching of reading and writing at all levels not a frill at edge of culture. America is more dependent on good communication than any previous society. This bill second most important this session.

WAYNE C. BOOTH,
*Pullman Professor of English,
University of Chicago.*

NEW YORK, N.Y.,
July 21, 1964.

Hon. ADAM CLAYTON POWELL,
*Chairman, Committee on Education and
Labor, House of Representatives, House
Office Building, Washington, D.C.:*

The Council on Social Work Education enthusiastically supports H.R. 11904 to amend the National Defense Education Act as the accrediting body for graduate school of social work in the United States. The council is aware of social work manpower shortages and acutely concerned with need to attract able young people and help them get appropriate preparation. Increasing demands for a high quality of service to combat poverty, dependency, delinquency require expansion of schools of social work and increase finan-

cial aid for students. We urge your support of H.R. 11904.

KATHERINE A. KENDALL,
*Executive Director,
Council on Social Work Education.*

BALTIMORE, MD.,
July 21, 1964.

Hon. ADAM CLAYTON POWELL,
*Chairman, Committee on Education and La-
bor, U.S. House of Representatives,
Washington, D.C.:*

The members of the English Department, Morgan State College, are deeply concerned about the passage of H.R. 11904. We urge its passage with the proposed provisions of title 3.

Dr. NICK A. FORD,
*English Department,
Morgan State College.*

SACRAMENTO, CALIF.,
September 30, 1964.

Congressman ADAM C. POWELL,
*Chairman of Education and Welfare, House
of Representatives, House Office Build-
ing, Washington, D.C.:*

National Defense Education Act bill S. 3060 due for House consideration of conference committee report. Urge approval of measure because students enrolling in California State colleges will receive substantial benefits and advance the cause of higher education. College age population in California will increase by 80 percent between 1964 and 1970.

GLENN S. DUMKE,
Chancellor, California State Colleges.

ST. LOUIS, MO.,
September 21, 1964.

ADAM CLAYTON POWELL,
*Chairman, House Committee on Education
and Labor, Washington, D.C.:*

Educators, parents, and friends of partially seeing children urge you to support the original Senate language of sections 301 and 611 of S. 3060 amendment to the National Defense Education Act. This original Senate language will best help provide needed improvement of services and training in area of remedial reading.

MAURICE OLSEN,
*Executive Secretary, American Associa-
tion of Instructors of the Blind.*

BROOKLYN, N.Y.,
September 18, 1964.

Hon. ADAM CLAYTON POWELL,
Hon. CHARLES GOODELL,
*House Office Building,
Washington, D.C.:*

You have before you, S. 3060, amendments to the National Defense Education Act. We are deeply interested in sections 301 and 611 as well as in the liberalizing features of all of these amendments, and we would be deeply grateful indeed if you would use your good offices to urge the passage of these amendments.

We believe that blind children throughout the United States will benefit from this act and we know that you have a very real interest in these children.

Faithfully,

GEORGE E. KEANE,
*Chairman, Legislative Committee, Amer-
ican Association of Workers for the
Blind.*

INGLEWOOD, CALIF.,
August 10, 1964.

Hon. ADAM CLAYTON POWELL,
*Chairman, House Education and Labor Com-
mittee, House Office Building, Washing-
ton, D.C.:*

The California State college system with 18 campuses and 133,000 students has more students than any other system in the Western world and the numbers will double in the next 10 years. Urge early approval to ex-

tend and expand the National Defense Education Act. Education assistance is an investment, not an expense. We understand bill was passed by Senate and is ready for House action.

GLEN S. DUMKE,
Chancellor, California State Colleges.

JAMAICA, N.Y.,
September 28, 1964.

Representative ADAM CLAYTON POWELL,
*House Office Building,
Washington, D.C.:*

In the interest of better education I urge your support for S. 3060 National Defense Education Act, title 3.

ALFRED E. DEVEREAUX.

MONTEREY, CALIF.,
September 21, 1964.

Congressman ADAM CLAYTON POWELL,
*House Office Building,
Washington, D.C.:*

Respectfully urge you support National Defense Education Act, S. 3060 with English.

MICHAEL NAGLER.

THE COMMONWEALTH OF MASSA-
CHUSETTS, UNIVERSITY OF MASSA-
CHUSETTS,
Amherst, Mass., September 4, 1964.

Hon. ADAM POWELL,
*House of Representatives,
Washington, D.C.*

My DEAR Mr. POWELL: I believe the final National Defense Education Act bill should include provision for English institutes.

The teaching of the mechanics of reading does not help the student select what to read or to determine how to interpret what he reads. These matters are far more vital than the mechanics of reading.

Moreover, the need of the students is to learn the grammar of English and how to write clear and correct English. These basic skills have been totally omitted from the House version of the National Defense Education Act bill.

The great need is to upgrade our English teachers, many of whom were not themselves serious students of English, and have failed to keep up with the great advances in the modern study of English grammar.

Sincerely yours,

HOWARD O. BROGAN,
Department of English.

LUNENBURG PUBLIC SCHOOLS,
Lunenburg, Mass., September 4, 1964.

Congressman ADAM CLAYTON POWELL,
*House of Representatives,
Washington, D.C.*

DEAR CONGRESSMAN POWELL: It has come to my attention recently that the House has passed H.R. 11904 which would extend the provisions of Public Law 874 and Public Law 815 for a 1-year period only. As a representative of a community which has received real educational benefits from the funds derived from this source, I am writing to urge you to join with the Senate to extend this law for at least a 2-year period so that we might adequately plan long-range projects which we are able to fulfill as a result of the moneys from this law.

I do not believe in being a part of a selfish pressure group and would not write this letter if I did not truly feel that the money derived from this source had been of real educational value to the young future citizens of our country. With all sincerity, I urge you to lend your support to securing the extension of this law for at least a 2-year period.

Your cooperation in this regard would be very greatly appreciated.

Cordially,

RALPH W. BROWN,
Superintendent of Schools.

THE NATIONAL COUNCIL OF
TEACHERS OF ENGLISH,
Champaign, Ill., September 1, 1964.

HON. ADAM C. POWELL,
House of Representatives,
Old House Office Building,
Washington, D.C.

DEAR MR. POWELL: On behalf of the National Council of Teachers of English, I would like to express my appreciation for your encouraging speech on the House floor, arguing for the amendments and extension of the National Defense Education Act (H.R. 11904).

The national council is extremely concerned over the House's action in excluding English from H.R. 11904. With the help of Federal legislation, major improvements have been made in science, mathematics, and foreign language programs. Of particular importance has been improvement in quality of teacher education and the training of teachers in new developments in these fields. Teachers in the most basic of all subjects, English, have been denied institute training despite the strong statistical evidence indicating their immediate need for further education. Research of scholars has revealed new developments in the areas of composition, reading, literature, and the study of the language and its grammars. A large majority of teachers of English, however, remain ignorant of these developments. As a result, the student in the classroom is taught material that is all too often outmoded, inaccurate, and ineffective.

May I again congratulate you on your stand. I'm sure you share our hope that English will be reinstated when the committee of conference meets to reconcile H.R. 11904 with S. 3060.

Sincerely yours,

JAMES R. SQUIRE,
Executive Secretary.

THE UNIVERSITY OF WISCONSIN,
Milwaukee, Wis., July 21, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.

DEAR REPRESENTATIVE POWELL: I urge that your committee strongly recommend passage of H.R. 11904, which provides for a 2-year extension of National Defense Education Act and includes English in title 3. English is in greater need of Federal funds than any other school subject, for inability to handle the language handicaps a student in all his schoolwork and is one of the chief causes of dropouts.

Very truly yours,

VERNA L. NEWSOME,
Professor of English.

COMMONWEALTH OF PENNSYLVANIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
INDIANA STATE COLLEGE,
Indiana, Pa., July 20, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, Subcommittee on Education,
House of Representatives,
Washington, D.C.

DEAR REPRESENTATIVE POWELL: May I call your attention to the enclosed study of English teacher preparation in the State of Pennsylvania. The study strongly points out the need to upgrade immediately the preparation of present English teachers.

Since the House Subcommittee on Education is considering the inclusion of English in the extension of the National Defense Education Act, I know you would be interested in seeing factual evidence that there is an urgent need for this legislation.

I have also sent copies of the study to Representatives DENT and HOLLAND of Pennsylvania, members of your committee.

Respectfully yours,

CRAIG G. SWAUGER,
Professor of English.

THE UNIVERSITY OF NEBRASKA,
Lincoln, Nebr., July 21, 1964.

Representative ADAM CLAYTON POWELL,
Chairman, House Committee on Education
and Labor, House Office Building, Wash-
ington, D.C.

DEAR SIR: I write to urge that your committee support the approval of the select subcommittee's inclusion of English in the provisions of H.R. 11904. Certainly the National Defense Education Act program has enabled us to bring to the teaching of English a number of young men and women who otherwise had been lost to our profession, which needs a sharply increased membership if we are to face the teaching job lying ahead of us. And there is other need in English teaching—for a crash program in the retraining of English teachers—and the need is now.

In my 20 years of teaching, I have witnessed a remarkable growth in scholarship in language, composition, and rhetoric, which has produced a new set of basic assumptions about the teaching of these important subjects—assumptions which are both scientifically more accurate and pedagogically more productive of the results we want to see in our students. We are, of course, teaching our present students these new materials; but older teachers are in a real sense out of touch with new textual materials rapidly appearing, and if they are to make good use of these new materials they must be given concentrated retraining and given it at once.

Your committee is in a position to do a great deal of good for the teaching of English in America, and I am confident that you will bend every effort to see that this good is done.

Yours respectfully,

DUDLEY BAILEY,
Chairman.

KNOXVILLE, TENN.,
September 23, 1964.

MR. ADAM CLAYTON POWELL,
Chairman, Education and Labor Committee,
House of Representatives, Capitol Build-
ing, Washington, D.C.

DEAR SIR: In the newspaper I noticed that conferees from the House and Senate will meet early next week to decide several issues concerning expansion of the National Defense Education Act.

One issue, that of increasing graduate fellowships, has my enthusiastic support. You might be interested in knowing that my wife and I paid my own way 100 percent through graduate school at Duquesne University. I earned my master's degree by going to classes on Saturdays.

The University of Pittsburgh then offered me a graduate fellowship of \$2,800 a year toward working for a doctorate in the field of vocational rehabilitation. Very few people hold high degrees in this particular area. My own specific specialty is in education and counseling of the deaf. There are also few qualified clinical psychologists for the deaf. There are numerous psychologists, yes, but can they counsel deaf people when they don't know how to communicate with them?

I have taught mentally retarded deaf adolescents for 4 years and I am now in my second year of full-time guidance counseling in a school for the deaf.

My bachelor's degree was earned at Gallaudet College, a couple stone's throws away from the U.S. Capitol. Hardly any Gallaudet undergraduates have ever obtained a doctor's degree via graduate study in a university—another goal for me to aim for.

My proposed thesis would be about the need for emphasis on self-identification of pupils in schools for the deaf in order to prevent or allay future mental conditions, such as alienation, occurring among our deaf citizens, since the condition of many deaf

patients confined to some mental institutions is very tragic and pitiful.

If there is any question of the authenticity of this letter, I would like to refer you to Dr. Boyce Williams, Consultant to the Deaf and Hard of Hearing, Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D.C.

In conclusion, I'm sure that all sincere and ambitious family men and women (I have a little daughter and another baby coming in December) dedicated to their own vocations and desiring professional growth and practical experience via the process of acquiring higher degrees would be most grateful and appreciative toward you for any increase in graduate fellowships.

Very sincerely,

JOHN C. BARNER.

WESTERN STATE COLLEGE OF COLORADO,
Gunnison, Colo., September 21, 1964.

HON. ADAM C. POWELL,
Chairman, Committee on Education and
Labor, House of Representatives, Wash-
ington, D.C.

DEAR CONGRESSMAN POWELL: Because of pressing needs in curriculum development and teacher education in the area of English language arts, I urge you to consider changing the word "reading" to "English" in the compromise bill based upon amended bill 11904, title XI, section 1101, subheading No. 2 which your committee and Senator HILL's are currently considering.

Those of us who work closely with these matters realize, that while reading is of tremendous importance, other problems must not be neglected at this time.

Yours cordially,

DR. ELIZABETH M. SPEHAR,
Colorado Advisory Council on Language
Arts.

BELLEVUE PUBLIC SCHOOLS,
Bellevue, Nebr., September 23, 1964.

HON. ADAM C. POWELL,
House of Representatives,
Washington, D.C.

DEAR REPRESENTATIVE POWELL: Our school district which has over 6,000 Federal impact students enrolled, is anxious for a 2-year extension of impact legislation and the National Defense Education Act bill.

We urge you and your colleagues for a liberal extension of these bills. A 2-year extension will do much to stabilize education in districts such as ours. As your conferees meet, we know you will agree on the best possible legislation. However, a 2-year extension will do much to improve education throughout America.

Sincerely yours,

H. EDWIN CRAMER,
Superintendent.

COUNCIL ON EDUCATION OF THE DEAF,
September 28, 1964.

HON. ADAM C. POWELL,
Chairman, Committee on Education and
Labor, Old House Office Building, House
of Representatives, Washington, D.C.

DEAR MR. POWELL: Those of us responsible for maintaining educational programs for deaf children wish to thank you for your support of S. 3060 when it was being considered in conference on September 24. We appreciate especially your inclusion of titles III and VI, which make provision for new classroom techniques and equipment, and for institutes. We believe that with these included, the National Defense Education Act will be of assistance to us.

We are grateful to you for your continued interest in improving educational programs for handicapped children, particularly for children who are deaf.

Sincerely yours,

GEORGE T. PRATT,
Chairman, Committee on Legislation.

UNIVERSITY OF MINNESOTA,
COLLEGE OF LIBERAL ARTS,
Minneapolis, Minn., July 20, 1964.

HON. ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.

DEAR MR. POWELL: Last week I lectured before the 14 participants in the English language workshop held by Tennessee A. & I. University in Nashville. In the afternoon, at a little party at the home of Earl Sasser, head of the English department, we were talking about the low enrollment (low in comparison with the numbers in 3 other similar workshops where I have spoken recently—25, 200, and 35), and the point was emphatically made that the cost prevents most Negro teachers from such summer upgrading study. Nearly all the participants were directly from Nashville, and could live at home while participating.

Yet, as Professor Sasser observed, the teachers in the Negro schools desperately need all the inservice and summer preparation they can get in order to improve their ability and competence in the field of English. And it strikes me that as, slowly but surely, integration of students will be accompanied by integration of teachers, the Negro teachers will urgently need all the help they can get to compete fairly in an integrated faculty.

This is only one reason, but surely a powerful one, for our support of title 3 in H.R. 11904, up for hearing this coming Thursday, I understand. But this reason is comparable to the others which derive from the general low quality of English education in the Nation. Two years ago, as president of the National Council of Teachers of English, I testified before your committee in favor of a similar provision in the proposed revision of the National Defense Education Act. The testimony I then offered was repeated in detail in the publication of the council, the National Interest and the Teaching of English, a copy of which you then received. Since then an additional study just published as the Continuing Education of the Teacher of English reveals even more sharply the need for present teachers to receive such assistance as that provided by National Defense Education Act to teachers of foreign languages.

As chairman of the language arts advisory committee to the Minnesota Board of Education I am familiar with the need for summer institutes for teachers of English in Minnesota, a need which is a cute for teachers in smaller towns. I know that the need is no less acute elsewhere in the Nation.

On behalf of the students of America, all of whom receive English instruction through most of their school experience, I urge you not only to support this title 3 by your ultimate vote but also to work actively for its inclusion in H.R. 11904.

Respectfully yours,

HAROLD B. ALLEN,
Professor of English.

THE NATIONAL COUNCIL OF
TEACHERS OF ENGLISH,
Champaign, Ill., July 20, 1964.

Memorandum to: members of the House Committee on Labor and Education.
Subject: inclusion of English in H.R. 11904 (a bill to amend and extend the National Defense Education Act of 1958).

Members of the National Council of Teachers of English have directed the national headquarters staff to provide the Congress with factual information concerning the imperative need for strengthening the inservice education of elementary and secondary teachers in English. Results of an extensive national study just published by the council and summarized in the enclosed material should be reviewed by the committee as it considers provisions to include English in H.R. 11904, the revision of the Na-

tional Defense Education Act of 1958. The National Council of Teachers of English, an independent association of more than 95,000 elementary, secondary, and college members and subscribers, stands ready to assist the Congress in any way that it can. We shall be happy to send you copies of the complete report on the national interest and the continuing education of teachers of English if you so desire.

JAMES R. SQUIRE,
Executive Secretary.

CARNEGIE INSTITUTE OF TECHNOLOGY,
Pittsburgh, Pa., July 20, 1964.
Congressman ADAM CLAYTON POWELL,
House Subcommittee on Education,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN POWELL: I am very pleased to see that provisions for improving the teaching of English are included in H.R. 11904, the extension of the National Defense Education Act.

We very much need training institutes to upgrade the ability of our English teachers. Only with such retraining will they be able to deal effectively with the needs of our students.

Such training is particularly important today, when literacy is necessary for survival on the job. Unless their English teachers are well trained, underprivileged youngsters are doomed to failure. I have analyzed that problem at some length in the attached paper.

Similarly, if college-bound youngsters are not really literate, they will get little from college beyond their diplomas.

Competence in English is the key to success at all levels, and we must retrain our English teachers to provide that competence.

Yours truly,

ERWIN R. STEINBERG,
Dean.

AMERICAN NURSES' ASSOCIATION, INC.,
New York, N.Y., September 21, 1964.
Hon. ADAM CLAYTON POWELL,
Chairman, House Education and Labor Committee,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. POWELL: Enclosed is a statement which the American Nurses' Association prepared setting forth our concerns regarding H.R. 11904 and S. 3060.

These two bills extend and amend the National Defense Education Act. I believe that this information will be of value to you when the bills come up in conference.

Sincerely,

JULIA C. THOMPSON,
Director, Washington Office.

AMERICAN NURSES' ASSOCIATION, INC.,
New York, N.Y.

The Congress is now considering two bills to extend and amend the National Defense Education Act. One is H.R. 11904. The other is S. 3060. Because provisions in the House bill would adversely affect nursing students, the American Nurses' Association favors the passage of the Senate bill, S. 3060.

Support of the Senate bill is given solely on the basis that provisions of the House bill would seriously curtail the effectiveness of the Nurse Training Act of 1964, H.R. 11241. H.R. 11241 has already passed in the House of Representatives and is shortly due for consideration in the Senate.

We would appreciate your consideration of the attached material which describes the conflicts involved.

H.R. 11904

A bill (H.R. 11904) to amend and extend the National Defense Education Act contains provisions which, if retained, in their present form, could seriously affect efforts which are underway to ease the critical shortage of nurses in all health facilities to-

day. We strongly urge that you give careful consideration to the serious problem of recruiting vital health personnel before approving the amendment in its relationship to nursing education.

The Nurse Training Act of 1964 (H.R. 11241) received unanimous bipartisan approval in the House of Representatives on July 21, 1964. The provisions of this bill were specifically designed to help solve the critical nursing shortage in the United States.

It was emphasized in the report of the Consultant Group on Nursing to the Surgeon General, by the House committee which considered H.R. 11241, and on the floor of the House, that adequate incentives are needed to recruit more young women into nursing schools. More important, incentives were needed to keep them working as professional nurses in all health facilities following graduation.

The most important incentive retained in H.R. 11241 is for undergraduate loans with a 50-percent forgiveness for graduates who work in professional nursing for 5 years. Limiting this loan forgiveness would seriously endanger the incentive purposes of the Nurse Training Act.

Since passage of the Nurse Training Act, a bill to amend the National Defense Education Act has been approved by the House Committee on Education. This amendment includes provisions for nurses in collegiate, diploma, and associate degree nursing programs. Although nursing students would be eligible for loans under the proposed amendment, nurse graduates could only obtain 50-percent debt forgiveness if employed as professional nurses in Federal, State, or local projects designed to eliminate poverty under the provisions of the Economic Opportunity Act of 1964.

In addition, the amendment restricts institutions from participating in more than one student loan program carried on or assisted by HEW. This restriction could have a deleterious effect in recruiting students in collegiate and associate-degree nursing programs, as well as any diploma programs associated with a college or university. For should an institution elect the National Defense Education Act loans (which would be most likely since students in more fields of study are covered), the nursing student would be unable to obtain a loan under the provisions of the Nurse Training Act of 1964 which provides the forgiveness feature most likely to attract a greater number of nursing students.

On August 1, 1964, the Senate passed S. 3060, a bill to amend and extend the National Defense Education Act of 1958. This bill does not specifically name nurses in its provisions, and therefore would not endanger the loan provisions already included in the Nurse Training Act of 1964 (H.R. 11241). The American Nurses' Association strongly urges that the Senate bill, S. 3060, be adopted by the Congress.

The provisions in H.R. 11904 would only negate the efforts and intentions of the Nurse Training Act to resolve the serious shortage of professional nurses which now exists. This shortage can only become worse if the provisions of the Nurse Training Act of 1964 cannot be fully implemented.

We would also like to point out that the same provisions of House bill H.R. 11904 which would adversely affect nurses, would also adversely affect other loan programs available to dental and medical students.

ARLINGTON HEIGHTS, ILL.,
July 21, 1964.

HON. ADAM CLAYTON POWELL: I am writing you as chairman of the House Education and Labor Committee to ask your support in working toward the passage of H.R. 11904.

This bill would include for the first time, social work training at the graduate and

undergraduate level, in providing forgiveness of 50 percent of educational loans.

As a social worker, working in the full-time recruitment of potential social workers, this bill would aid materially in making possible the education these young people need. I urgently request your favorable action on this bill.

Respectively,

MAXINE E. MILLER.

NATIONAL COMMISSION FOR SOCIAL
WORK CAREERS,

New York, N.Y., July 15, 1964.

Hon. ADAM C. POWELL,
House of Representatives,
House Office Building, Washington, D.C.

DEAR MR. POWELL: The National Commission for Social Work Careers is interested in extension of the National Defense Education Act to assist with social work training on the graduate and undergraduate levels. We are pleased to know of the amendment in bill H.R. 11904 to include prospective social workers in the provision for forgiveness of 50 percent of educational loans.

I am sending you a copy of a fact sheet on the social work manpower situation for your interest and use. These facts make it clear that the demands for a high quality of social service now and in the future necessitates substantial enlargement of the pool of qualified workers.

We urge your vigorous support for extension of the act in the light of personnel needs and growing demands. Our commission will be glad to provide additional information. We will appreciate your interest and support.

Sincerely yours,

FRED DELLIQUADRI,
Chairman.

FACT SHEET ON SOCIAL WORK MANPOWER AND
SOCIAL WORK EDUCATION, 1963-64

1. Exclusive of health and education, current expenditures for welfare services in the United States are over \$5 billion annually. Of this amount not more than \$1.5 billion is from voluntary funds. (Not included in these figures are amounts expended from the social insurance programs under the Social Security Act.)

2. There were 105,000 social welfare workers in the United States in 1960, exclusive of recreation workers.

3. The growing and ever more critical shortage of social workers is shown by the following facts:

a. There are 58 accredited graduate schools of social work in various universities in the United States, 7 in Canada. Students who have completed a bachelor's degree may be admitted to full-time study leading in 2 years to a master's degree.

b. Last year (June 1963) 2,678 students completed their social work education and received their master's degree. This includes 2,505 in the United States, 173 in Canada.

c. The 58 U.S. schools have currently enrolled (November 1963) 6,592 full-time students of whom 40 percent are men. The Canadian schools bring the total enrollment to 7,270.

d. One additional school of social work opened in 1962, a second in September 1963, and two or three more expect to be in operation in September 1964. Each new school may be expected to enroll about 40 students in its first 2 years, prior to review for accreditation.

e. Capacity in the 63 schools accredited in the United States and Canada in 1960 was estimated at 6,100 full-time students—5,600 in the United States, 500 in Canada. Increases in enrollment to a potential of 7,000 full-time students in the United States and 1,000 in Canada by 1965 were believed to be possible if financing could be found for the major additions to teaching staff and field

instruction placements that would be required.

f. Estimates (based on sample studies over 5 years ago) indicated at least 10,000 current social work vacancies for which funds were available but for which qualified staff could not be found. Upward of 15,000 persons would have to be recruited annually to replace those leaving the field and to staff necessary expansion of existing services. This requirement has been greatly increased, perhaps doubled, by rapid growth of new services that require social workers, notably the child welfare and family services called for under the 1962 Amendments to the Social Security Act.

g. In the certainty that the numbers graduating from schools of social work cannot fill these manpower requirements, experimentation is taking place in the use of associated personnel without full professional education in related defined positions alongside the professional social worker.

4. Only one-fifth of the persons in social work positions in 1960 had professional education for their work (2 years of graduate work in a school of social work). Public assistance programs, with the largest staffs, have the smallest proportion of professionally educated staff (4 percent). The significance of this can be realized when it is known that these agencies must deal with the most difficult human problems in the people coming to them for help. Lack of professional staff thus tends to perpetuate or create dependency, and to restrict preventive measures, particularly in families with children.

5. Three major factors standing in the way of increasing the supply of full-prepared social workers are:

a. Lack of funds to develop more social work teachers and to engage faculty for class and field instruction.

b. Lack of adequate funds to help students finance tuition and maintenance for the 2-year period.

c. Lack, in many parts of the country, of coordinated, communitywide recruitment efforts and of public understanding.

Salaries for social workers are increasing steadily and must be raised (especially for experienced workers) if they are to be attractive to able people selecting a career. Average salaries of social welfare workers in 1960 had increased 76 percent since 1950, a 43 percent gain in real wages. Average salary for workers who had their master's degree in social work (the first professional degree) was nearly \$2,000 higher than the average for the total group. The few with doctoral degrees earned a median salary of \$2,500 higher than those with master's degrees.

ROCHESTER, N.Y.,
September 6, 1964.

The Honorable ADAM C. POWELL
U.S. House of Representatives,
Washington, D.C.

DEAR SIR: I ask you to give your vigorous support to legislation that would include English in equipment purchasing and institute provisions of NDEA.

English is the language we first hear, then speak, later read, and all our lives it is the language in which we carry on our inner dialog with ourselves. What could be more basic or important?

I am appalled when I read of the number of English classes taught by teachers unprepared to teach English. Many do not have the time or money, because of family responsibilities to overcome the deficiencies in their preparation. And so, our students and future citizens suffer—unless some one helps.

I do not fear that money provided to help teachers become proficient in teaching English will result in a mandatory national curriculum. None of the past programs (GI

bill, etc.) have led to Federal control of education.

May I again ask—plead, urge—that you do all in your power to raise the quality of education by providing the means for English teachers to teach more effectively?

Respectfully yours,

(Miss) MARY DEDIE.

THE NEW YORK STATE
ENGLISH COUNCIL,
September 2, 1964.

The Honorable ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR REPRESENTATIVE POWELL: We write regarding Senate bills 3060 and House bills 11904, Rept. 1639.

At the recommendation of our executive committee, our general membership voted unanimously to ask the extension of the National Defense Education Act and to ask also the inclusion of English under the act. The Senate bill has been passed accordingly, while the House bill struck out English. We urge that the joint Senate-House committee recommend to both bodies the passage of the Senate version.

We are not urging such passage simply to underwrite another boondoggle or giveaway program. We urge it because the new discoveries in the field of linguistics, and therefore of the English language, are in their way as revolutionary as are those in science and mathematics. Thousands of English teachers now in our schools have not had the benefit of any retraining consequent upon these linguistic findings. In fact, but a small percentage (5 percent in elementary, 30 percent in secondary) have ever had any course work in the English language at all.

It is precisely some of the newer linguistic approaches that will enable the teacher to do a far better job with those students who most need improvement in their English: those of foreign language extraction; those from underprivileged groups in our culture; those young men and women currently unemployable, or employable in only the most crude lines of work, because their communication is so desperately faulty.

That represents the most crying need for the inclusion of English under the National Defense Education Act. The second need lies in the kinds of technical equipment which, if made generally available to English teachers as it has been made to teachers of other languages, would add no end to the re-education of teachers themselves and to the application of latest techniques to the teaching of all youngsters, especially those mentioned above.

The correlative concern for the inclusion lies surely in the increasing imbalance between opportunities for training and retraining between the sciences and English and even between other tongues and our native one. Finally, the institutes that would result from the bill passed by the Senate would permit the retraining in English for key people in regional educational districts that is now reaching only a few teachers through the institutes sponsored by voluntary groups, such as the National Council of Teachers of English, the Commission on English, and State bodies like our own. One other pertinent fact: the certification requirements in our field are, happily, being raised almost everywhere; but it remains true, that of the English teachers now in the field less than half have majors in the subject. It is for the vast numbers of the inadequately prepared that we ask the inclusion in the National Defense Education Act, not for the small minority who are now emerging with the requisite preparation.

Yours very truly,

HANS GOTTSCHALK,
Executive Secretary.

RINCON HIGH SCHOOL,
Tucson, Ariz., September 23, 1964.
Representative ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.

DEAR REPRESENTATIVE POWELL: In support of Senate bill S. 3060 that is planned to extend and expand the National Defense Education Act and extend Public Laws 8, 15, and 874, I write personally to you in hopes that you will continue to exert all effort possible to see these bills reach a fruition.

As a high school guidance counselor, I have seen the qualitative effect of each area of these bills in a most marvelous fashion. The high school students who receive loans to attend universities are applied in such a way that many students who otherwise would not receive any trained skills whatsoever, receive the financial support they need that is necessary to complete their college training. Of course, extension of guidance is a must, and I am particularly concerned with the extensions of the institute phase to other curricular areas, particularly the humanities and social studies. It appears to me, and I sit in a very strategic spot, that we must do a considerable amount of extending the training of those teachers in humanities and social studies so that they can better equip students to face the challenges as they leave high school.

With the increasing urbanization, population explosion, and the whole host of problems that are occurring around us, it appears to me that these bills represent a tremendous effort to help solve present problems and avoid problems that otherwise may occur. It would be excessively expensive both financially and in the expenditure of human energies if we don't get help in these areas. Therefore, I hope you will pass the necessary measures in these bills.

Respectfully,

CLYDE D. TIDWELL,
Counselor.

AMERICAN COUNCIL
OF THE BLIND, INC.,

Conyers, Ga., September 18, 1964.

HON. ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.

MY DEAR CONGRESSMAN: It is our understanding that S. 3060 is under consideration by the joint conference committee of which you are a member. The American Council of the Blind is very anxious to see that the wording of the Senate version of sections 301 and 611 are retained in the bill as it is finally adopted.

These provisions would furnish support for the high school education of handicapped children and for the training of teachers of handicapped children, respectively. The better education which would be made available to handicapped young people will go far toward making these children more economically and socially independent in their adult lives.

We earnestly urge your support for the Senate language in the above mentioned sections of this legislation.

Sincerely,

NED E. FREEMAN,
President, American Council of the
Blind.

HUNTERDON CENTRAL HIGH SCHOOL,
Flemington, N.J., September 17, 1964.

Congressman ADAM CLAYTON POWELL,
Chairman, House Education and Labor Com-
mittee, House of Representatives, Wash-
ington, D.C.

DEAR MR. POWELL: Recently the House of Representatives passed its bill to extend the National Defense Education Act for 2 years. Also, the Senate passed a similar bill extending the act. Last week a House-Senate conference committee began to work on the

differences between the House and Senate versions of the measure.

I would like to specifically call your attention to that section of the House bill which substitutes the word "reading" for "English." The Modern Language Association and the Council of Learned Societies are both on record as opposing this unnecessary change in the House measure.

I would like to urge very strongly that you press for the reinstitution of the word "English" in the measure. As a teacher of English I am constantly aware of the necessity for training teachers in the area of English as well as reading. Two years ago I was fortunate enough to attend one of the summer institutes sponsored by the commission on English of the college entrance examination board. One year ago I was a member of a second planning institute sponsored by the same organization. The benefit derived from institutes of this sort is immeasurable, and I am convinced that the level of English teaching would be raised greatly if the Federal Government would make it possible for more teachers of English to participate in institutes of a similar nature. As you must be aware, similar institutes in the sciences have proven their worth beyond any question of doubt.

The development of literacy and the ability to read and write and understand is indeed as much in the national interest as the development of specific skills in the joint committee will result in a fair and understanding consideration of the proposal I support in this letter. Once again let me stress the importance of this proposal and the necessity of improving the quality of English instruction in the secondary schools of America. This is a matter which cannot long be overlooked.

Very truly yours,

PAUL J. MCCORMICK,
English Department.

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS,
September 16, 1964.

Congressman ADAM CLAYTON POWELL,
Representative from New York, House Office
Building, Washington, D.C.

DEAR CONGRESSMAN POWELL: It is my understanding that the Senate and House will be in conference soon concerning the differences involved in the National Defense Education Act extension bills. On behalf of the more than 30,000 college and university student personnel workers who are members of the eight-member association of the Council of Student Personnel Associations in Higher Education, I wish to bring to your attention the hopes and desires of these people that the institute program under title V be extended to cover counseling and guidance personnel in preparation for work in junior colleges, colleges, universities, and technical institutes.

I do not believe I have to tell you that dropouts in college are a major concern to all citizens. We also find that everywhere we turn these days there is a growing shortage of trained professional counselors.

Never in our Nation's history has the role of the counselor been more vital to our youth. As teaching faculty more and more specialize, and as parents neglect their duties, in the secular society the counselor's role becomes more and more vital. This role is not only to assist the student, but to aid the teaching faculty and parent to take a more responsible role in these matters and not to neglect their traditional role. Counselors are not a form of empire builders.

We would hope you could find your way clear to serious consideration of the Senate version of this National Defense Education Act bill in regard to counseling and Guidance Institute extension to higher education as

well as the Senate formula for separate legislative authority for funds for this vital area in the aid of youth.

I wish to thank you as a representative of the American people for your aid on the National Defense Education Act which has always been bipartisan.

The Democratic Party, I am sure, is proud of your leadership in this vital field of education.

Yours truly,

THOMAS A. EMMET,
Chairman, Conference of Student Per-
sonnel Associations in Higher Educa-
tion Joint Commission on Professional
Preparation and Development.

METROPOLITAN ATLANTA
ASSOCIATION FOR THE BLIND, INC.,
Atlanta, Ga., September 21, 1964.

HON. ADAM CLAYTON POWELL,
House Office Building,
Washington, D.C.

MY DEAR CONGRESSMAN: The Bertha Perry Memorial Thrift Club of the Blind earnestly solicits your support for the retention of the Senate wording of sections 301 and 611 of S. 3060, now before the Joint Conference Committee of which you are a member.

Section 301 would provide Federal assistance for improved high school education for handicapped children and section 611 would provide assistance for the training of teachers in the special techniques necessary in the instruction of handicapped students at the high school level.

The Bertha Perry Memorial Thrift Club is a group of about 125 blind Negro men and women and is an affiliate of the American Council of the Blind. We are also associated with the Metropolitan Atlanta Association for the Blind, which serves some 900 blind citizens and their families in the five-county area of Metropolitan Atlanta. We are, therefore, familiar with the special needs of the blind for education and vocational training. We know that any blind or other severely handicapped person seeking employment must be better trained and qualified than his nonhandicapped contemporary in order to compete successfully for available employment.

It is for these reasons that we feel that Federal assistance toward the improvement of the education of physically handicapped persons is essential in order that these persons may be enabled to achieve their utmost capabilities for independence and self-sufficiency.

Your cooperation in seeing that the Senate wording of these two sections is retained will be greatly appreciated by blind and other handicapped people throughout the country.

Sincerely,

Dr. P. J. Woods,
Executive Director.

THE UNIVERSITY OF KANSAS,
Lawrence, Kans., September 3, 1964.

HON. ADAM C. POWELL,
The House of Representatives,
Washington, D.C.

MY DEAR MR. POWELL: I should be very grateful if you would try to restore the provision for English institutes which the House eliminated from the extension of the National Defense Education Act.

I know from a good deal of experience how much retraining is needed by high school English teachers and how well these institutes can do the job. In the summer of 1962 I was one of the evaluators for the U.S. Office of Education (Cooperative Research Project No. G-004) for the pilot institutes conducted by the Commission on English, and I initiated a similar institute without Federal support. All of these institutes were a success, and we have learned from experience to make them even better. A report on Cooperative Research Project No. G-004 is on file in the Office of Education.

In the House version of the bill the substitution of the word "reading" for "English" represents what is certainly a legitimate concern for the teaching of remedial reading, but the restoration of the word "English" would not only take care of this interest but would recognize that—as in science, mathematics, and modern foreign languages—it is the English teacher's own skills and ability which are in need of improvement, not only his methodology.

Your support of these English institutes would be very much appreciated throughout the profession.

Sincerely yours,

W. P. ALBRECHT,
Dean.

PERU STATE COLLEGE,
Peru, Nebr., August 17, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor,
House of Representatives,
Washington, D.C.

DEAR SIR: I am concerned, as many other English teachers are, with the problem of retraining English teachers. We are urging the House to approve, as the Senate has, the inclusion of English in the provisions of H.R. 11905.

Nebraska is gaining a national reputation for its outstanding work in a new English curriculum. The Woods family has for 4 years generously helped finance these summer institutes which have helped develop a great many units of the new curriculum as well as retrain about 40 Nebraska elementary, junior, and senior high English teachers each year. The Woods family have made it clear that they can no longer finance the project. Our new program is at the stage that requires many, many more teachers to be retrained in institutes in order to teach efficiently the new English. Materials that have been developed for the classroom are expensive for schools to purchase as well as the paperbacks needed in teaching the new English. I trust it is not necessary to convince you that a student who cannot read, write, or speak well has a difficult time all his life—in and out of school. It seems evident also that our generation's concentration on mathematics and science has not made for happier or more balanced human beings.

I am a supervisor of English at Peru, a State teachers college. After an 8-weeks' session at the University of Nebraska this summer working with a new English curriculum, it is even more evident to me that retraining English teachers in any number is an impossible task without additional financial assistance. Therefore we urge the extension of the National Defense Education Act with the inclusion of English in provisions of H.R. 11904.

Sincerely,

GENEVIEVE P. GERGEN,
Mrs. Jacob N. Gergen,
English Supervisor.

SAN FRANCISCO, CALIF.

Hon. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR REPRESENTATIVE POWELL: I have just received word from the National Council of Teachers of English that H.R. 11904 was amended to exclude English on the basis that "the Government can justify financial assistance (with the exception of remedial reading) falls outside the category of a 'basic subject.'"

Quite frankly, such reasoning is incomprehensible to me. How can the language of our culture, the medium which carries all our meaning in all other subjects, be considered other than basic? Indeed, English—

the study of our native language in all its aspects—is the key subject without which all other study becomes futile. It is this strange attitude toward language which allows many people, even some school administrators, unfortunately, to believe that anyone who speaks the language knows whatever there is to be known about it and therefore English teachers need no special training to teach their subject.

As a man who has been involved in the political life of our Nation for many years, I know that I need not cite for you any of the limitless examples of the power of human thought expressed in words. Every force for either good or evil is so expressed and the control over words—either to use them or to comprehend them—is the most fundamental aspect of education.

I urge you, therefore, to try to have English reestablished as one of the subjects in the revised National Defense Education Act. Both teachers and students need this affirmation of the Government's recognition of the central character of English in the life of our Nation.

Yours most sincerely,

FLORENCE COHEN.

BROKEN BOW, NEBR.,
August 25, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.

DEAR SIR: We think it is a shame that the institute provisions for English have been eliminated from the revised National Defense Education Act bill. Here in Nebraska the curriculum development center is doing a marvelous work in setting up a good English program, and training teachers to do a better job of teaching English in our schools. Certainly assistance in this program is as important to the welfare of our children as are the other programs covered under the bill. Please reconsider the aspect of the bill which covers the English program.

Sincerely,

Mr. and Mrs. HARRY A. STUTZMAN.

CURRICULUM STUDY COMMISSION
OF THE CENTRAL CALIFORNIA
COUNCIL OF TEACHERS OF
ENGLISH,

Aptos, Calif., August 25, 1964.

Hon. ADAM CLAYTON POWELL,
Chairman, Education Committee,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN: Having devoted a lifetime to the teaching of English, I mourn the exclusion of that truly basic subject from the Federal support provided in H.R. 11904. I trust that, in the forthcoming Senate-House conferences on the extension of the National Defense Education Act of 1958, the combined wisdom of our Senators and Representatives will restore the provisions for the improvement of the teaching of English.

To fragment the teaching of a complex subject and to give too much emphasis to one of the fragments—in this case, remedial reading—seems to me against all reason, especially when the subject is the national means of formulating, recording, and communicating ideas. And, as any teacher can testify, labeling any specific groups of students "culturally deprived" is arriving at a dangerous generality that obscures the fact that every child enters the classroom with his own peculiar strengths and weaknesses in language skills, admittedly polished or inhibited by his economic and ethnic background, but more profoundly governed by his own personality and intelligence.

For the better teaching of English, then, we need, not so much the training of specialists in remedial reading and the problems

of the cultural cripple, as the proper training of all teachers in good habits of reading, writing, and speech and a well-coordinated program of research in the teaching of all language skills.

The colleges and universities are doing a good job of training teachers of English. They offer good retraining. But poverty hampers the efforts of many communities in the hiring of fully-trained teachers, and many teachers who need and want retraining are unable to afford it. If English were put upon the same basis as science in the National Defense Education Act, these problems would be much alleviated.

Experimentation takes time and money. While the colleges are devoting both to some very important experiments, they can afford enough only to show the need of broader and deeper studies. Besides, there is no coordinating agency to control and correlate the experiments and to make the results available where they are needed. The National Council of Teachers of English, the English Commission of the National College Board, and other volunteer agencies have done much along these lines, but they have neither the means nor the authority to provide the kind of stimulation and control that investigation of the numberless problems of teaching the common tongue demands.

What the National Defense Education Act has done for the teaching of science, it can do for the teaching of English. And since English is basic, not only to the teaching of science, but to everything social, political, and intellectual in American life, the National Defense Education Act should be extended to foster its teaching.

To oppose such extension on the ground that it is a step toward Federal dictation of content is on a par with opposing the postal system as a step toward Government control of the content of letters. Whenever and wherever a teacher faces a class, the content will be controlled by the teacher's knowledge and aims, strongly modified by the skills and understandings of his students. Only a police state could make it otherwise.

Respectfully yours,

VINCENT T. LEONARD,
Head, English Department Polytechnic
High School, San Francisco (retired)
Past President, CCCTE, Former Chair-
man, Curriculum Study Commission
CCCTE.

THE OHIO NATIONAL LIFE
INSURANCE COMPANY,
Cincinnati, August 17, 1964.

HOUSE EDUCATION COMMITTEE CHAIRMAN.

DEAR SIR: Will you please expand the National Defense Education Act (H.R. 11904) to include Federal funds for the teaching of history, civics, geography, English, and reading. As it now stands only public school children stand to benefit.

The Senate did correct inequities in loan forgiveness clauses and teacher institutes. Obviously if the National Defense Education Act passes, the NEA will have achieved a major breakthrough in receiving aid for public school children only.

Please include a fair share for all non-public school children.

Respectfully,

FRANCIS PUTHOFF.

NEW YORK, N.Y.,
August 26, 1964.

Hon. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR DR. POWELL: As a teacher and as a citizen I am writing to you to urge your support of bill H.R. 11904, titles III and VI.

It is becoming increasingly apparent that we are living through the gravest problems in

communication in the entire history of man, equally true on the world as well as the local scene. Anything we can do to promote better learning and better understanding in the language training should be steps in the right direction.

Yours very truly,

GUNNAR A. JOHANSSON.

MESA, ARIZ., August 30, 1964.

Representative ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, House Office Building, Wash-
ington, D.C.

DEAR REPRESENTATIVE POWELL: The recent decision not to extend H.R. 11904 to include English, as it was not a "basic skill and basic subject," shows an extreme lack of educational knowledge on the part of many of your associates.

By the mere fact alone that the art of effective communication is basic to all normal intercourse, is reason enough to call the teaching of communicative skills basic. The insistence upon science as a prime factor of existence over communication comprehension, by extension of the National Defense Education Act in time yet not in scope, belies not so much an interest in solving the problems at hand, but rather in compounding the injustice which is presently at hand.

It is certainly no secret that many of our students are ill prepared in the field known traditionally as English. With an ineffective knowledge of these skills their own logic is hindered as well as their acquisition of further knowledge because of the basic incomprehensibility of the given media—language, either verbal or visual. By not facilitating instructor growth in this area, you are in effect hindering the student.

This suppression of our most important natural resource must cease.

The power to do such was once in your hands, and it will be again—I ask you personally to support this extension and in turn convince your colleagues to aid our youth, not suffocate them.

Yours,

PHILIP R. DEPPE.

HOLDREGE, NEBR.,
August 29, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.

HONORABLE SIR: Last summer I enjoyed an 8-week session at the Nebraska Curriculum Development Center at the University of Nebraska where I worked hard and learned much about the subject that I have spent my career teaching—English.

Since its beginning, the English Institute has influenced the program of studies in 100 schools in the State and has proved popular too in other States. I cannot begin to measure the value of the institute, and I would hope that institutes in English, that most important study for effective communication, be continued by receiving Federal funds.

Please give this serious thought.

Sincerely yours,

DOROTHY LARSON.

NEBRASKA COUNCIL OF
TEACHERS OF ENGLISH,
Lincoln, Nebr., August 27, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.

DEAR SIR: The Nebraska Curriculum for English which is being developed at the University of Nebraska is putting new zest into English instruction for both students and teachers. The curriculum development center and teacher training program, teacher institutes, must be continued and expanded.

Those of us who have been fortunate enough to have received the training are going out to teachers in surrounding schools

to explain the curriculum and demonstrate the teaching of the materials. The cry of those whom we visit is, "Where can I get the materials and how can I get to attend a teacher training institute?"

We need assistance to keep these training centers and curriculum development centers active. Teachers will not forsake their old, tried methods and content unless they are shown how to move forward with confidence.

We have started the job—"Now let us continue."

Very sincerely yours,

Mrs. HELEN E. HARRELL,
Past President, Nebraska Council of
Teachers of English.

OMAHA, NEBR.,
August 27, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, House of Representatives,
Washington, D.C.

DEAR SIR: I am much concerned over the House eliminating English institutes provisions from the revised National Defense Education Act.

I was enrolled in the English Institute for Curriculum Revision in Project English at the University of Nebraska during the summer of 1964 and feel that Nebraska is pioneering in a project that will revolutionize the study of English ultimately in America.

Never before has Nebraska had any integrated sequential program in language, composition, and literature. The swing to this program and its component structural linguistics, however, requires the retraining of teachers of English in the State. This cannot be done without Federal aid. I feel that the improvement in the quality of training the grade and high school, as well as the junior high student will receive, as a result of this new curriculum, will surpass that of the new program in science and math, which has received considerable support in dollars in recent years.

I have talked to many teachers throughout the State of Nebraska who feel that this new program upgrades the academic level in English immeasurably. I hope that you will give these facts careful consideration during the meeting of the joint committees of the House and Senate.

The above is a testimonial of a teacher who has taught for 13 years.

Sincerely yours,

ROBERT CAIN.

OMAHA PUBLIC SCHOOLS,
Omaha, Nebr., August 27, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, Senate Office Building, Wash-
ington, D.C.

DEAR SIR: In view of recent findings in regard to the status of the teaching of English in American schools and colleges, the need for intensive work in curriculum building and inservice training of teachers is self-evident. The same kind of effort is necessary in the area of language and composition as is being expended in behalf of mathematics and the physical and natural sciences.

Fortunately, such a program has already started with the assistance of private foundations, but a national effort can hardly be undertaken without Federal help. It is the view of all who are working in the field that an understanding of our language and culture is as vital to our existence as a nation as an ability in the sciences. Indeed, a cleverness in science without an understanding that can be derived only from an understanding of the humanities can lead to disaster.

May I urge you, in behalf of all who are engaged in teaching boys and girls and young men and women, that you look hard at this problem. An investment in the cultural resources of our heritage can be fully as

rewarding to the Nation as a similar investment in science and technology.

Sincerely yours,

LLOYD R. RICHARDS,
Coordinator of English,
Omaha Public Schools.

DUCHESNE COLLEGE,
Omaha, Nebr., August 28, 1964.

Hon. ADAM C. POWELL,
House Committee on Education and Labor,
U.S. Senate,
Washington, D.C.

DEAR SIR: It is with regret that I learn that the House passed the revised National Defense Education Act, which eliminated institute provisions for English, history, etc., although it kept those for remedial reading and the culturally deprived.

Surely you and your colleagues in the Senate must be aware of the dynamic and meaningful work that has been done in the State of Nebraska in curriculum study and planning, in a program which now affects about 100 Nebraska schools. Instructors on all levels—primary, secondary, college, and university—are working together with great eagerness and professional zeal to train skilled teachers so that every child and every student they teach will be soundly instructed, and adequately equipped to meet the challenges of this century and the 21st century.

Retraining centers for teachers are needed; this fact we recognize. Allocation of funds necessary to carry on this vital work of re-education in Nebraska is essential.

Please urge retention of English in the act under consideration, the National Defense Education Act.

Science, indeed, has need of special assistance and funds in a space age; but scientists and all those involved in highly technical work for their country can serve their own cause and their country's cause more effectively if they have been taught—and taught well—to master their own language and to handle with skill the tools of communication. The internationally televised conventions this summer should make viewers more aware than ever of the power of the word. The teachers of Nebraska look to you to do all that you can to strengthen provision for English in the National Defense Education Act.

Sincerely,

CATHERINE McMAHON,
English Department, Duchesne College.

DAWSON, NEBR.,
August 29, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, House of Representatives,
Washington, D.C.

DEAR SIR: We of Nebraska are especially concerned with the elimination of institute provisions for English in the NDEA bill. Will you please consider carefully its inclusion in your joint House-Senate committee meeting to settle the differences of the bill as the House and Senate have presented it?

The progress we are making in Nebraska with a new curriculum in English, which is now in about 100 of our schools, makes us see the grave necessity of preparing teachers to handle adequately in the classrooms of our State—and other States, soon we hope—these new methods. With Federal assistance, we should hope to look toward several retraining centers in Nebraska for English teachers. We very seriously need several such centers, and we need them now. The program is at that crucial stage which demands it be taught to our teachers so that they can do their best with the students. There has been enough furor over Johnny's not being able to read, write, and think so that it should not be necessary to "sell" the committee on the fact that English is a basic

tool in our national life and in the achievement of our youth.

Yours truly,

Mrs. JACOB N. GERGEN,
English Supervisor,
Peru State College, Peru, Nebr.

MINDEN, NEBR.,
August 28, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, Washington, D.C.

DEAR MR. POWELL: It has been my privilege this summer to be a participant in an institute directed by the Nebraska Curriculum Development Center at the University of Nebraska which had as its purpose the retraining of teachers to handle a new curriculum for English currently being developed in our State. It was a most valuable experience for me and I feel it is a must for other elementary teachers in classrooms in the State of Nebraska. For this reason, I am urging you to do what you can to keep English institutes in the National Defense Education Act. Much progress has been made with a new English curriculum in Nebraska and so much could be done with retraining centers for teachers with Federal assistance for these centers. Because I have had such an opportunity this summer, I can readily see how necessary this is to other teachers.

Sincerely,

Mrs. LORETTA GLEASON,
Minden Public Schools.

NORTH PLATTE, NEBR.,
August 29, 1964.

Hon. ADAM C. POWELL,
Chairman, House Committee on Education
and Labor, House of Representatives,
Washington, D.C.

MY DEAR MR. POWELL: May I urge you to work for long-term Federal assistance toward the improvement of the teaching of English in our public schools.

I was privileged to be one of 44 teachers selected for the Nebraska Cooperative Research Program Curriculum Development Center in 1962. Under the leadership of Dr. Paul Olson and others we wrote a K-12 study program, by far the best I have seen in my 27 years of teaching English. Those who have worked one or more of the past three summers are certainly dedicated disciples of the new English in Nebraska.

To drop this fine work now because of lack of funds would seem shortsighted. English is the foundation for all other areas of study. Research in the English area seems to me to be even more important than research in science and math. English is life, and its values are timeless.

Keep English in the NDEA.

Respectfully yours,

LILLIAN D. EBERHART,
Teacher of English for the past 27 years.

P.S.—Please read the enclosed clipping from the Nebraska Alumnus, January 1963, which I happened to save.

TEACHING ENGLISH THE NEBRASKA WAY (By Dr. Michael Shugrue)

A perfect blue sky, small waves washing the ocean shore, and a balmy 75° temperature should have been enough to reduce any meeting to a rush for adjournment. Tall, mustached, Prof. Frank Rice, codirector of the University of Nebraska Curriculum Center, however, had his audience of more than 100 teachers of English quiet, attentive, and yet strangely excited as he described the progress of the center on a Friday morning during the annual meeting of the National Council of Teachers of English in Miami Beach last November.

The first such center of its kind anywhere in the United States and far and away the most vigorous of the six centers now in ex-

istence, the Nebraska Center has aroused the interest of hundreds of teachers of English at every level—elementary, secondary, and college—since its inception in 1962.

Professor Rice had spent an entire week in Miami Beach outlining in workshops, panel discussions, and in speeches the curriculum work done in Nebraska, work easily visible to any observer who inspected the nearly 5,000 pages of curriculum materials for the improved teaching of English language and literature prepared in Nebraska during the past two summers.

The dynamic nature of the Nebraska study in curriculum developments in the teaching of English stems from forces set in motion as early as the spring of 1961 and owes its astonishing success to the leadership of Associate Prof. Paul Olson of the University of Nebraska, to the generosity of the Woods charitable fund, and to the intense interest, careful planning, and hard work of more than 50 Nebraska teachers.

The need to improve the quality of the teaching of English has been long apparent. Clifton Fadiman has summed up the dark picture all too well: In many schools the youngsters are "like a leaden mass of apathetic bodies, eyes wandering, ears cocked for the dismissal bell; poorly constructed machines with a high coefficient of friction endlessly grinding out themes for correction, endlessly muttering without benefit of syntax half correct answers to half understood questions." Nebraska teachers of English recognized that here in Nebraska not only was too much time in English classes being spent on traditional grammar, but that the recent and exciting developments in linguistics and literary analysis were being ignored. Progress in classes was generally unsystematic and uncoordinated, so much so that the same material was being retaught year after year. Too many children were being taught language myths which claimed that infinitives cannot be split and that sentences cannot end with prepositions. Such an awareness of educational inadequacies is not unique in Nebraska. But Nebraska decided to do something about these conditions.

Breaking through the traditional separation between primary and secondary schools and college level education, the Nebraska Council of Teachers of English organized a curriculum study committee in the spring of 1961. A model for future educational committees, the group consisted of representatives from all levels of instruction in the State. Prof. Paul Olson of the university was named chairman of the committee. And what a fortunate choice he was. Applying himself to the available literature on the problems of curriculum, Professor Olson soon got his committee into action.

The Woods charitable fund, a long-time friend to education in Nebraska, recognized not only the need to improve the teaching of English in the State of Nebraska, but the excitement and dynamic leadership shown by this group and granted \$10,000 for a 2-week workshop at the University of Nebraska during August 1961. Meeting at the newly opened Nebraska Center for Continuing Education, the group of approximately 20 participants from all parts of the State—from Chadron to Omaha—listened to lectures by such authorities as Royal Gettman, of the University of Illinois, and developed and wrote a volume entitled "A Curriculum for English," a 400-page guide to curriculum planning printed by the University of Nebraska Press in mid-October. Frank Rice, who participated in that program, calls it "one of the busiest and most exciting times in my 30 years of teaching here in the State of Nebraska."

Though only a blueprint, this curriculum, developed under great pressure by the Nebraska group, immediately aroused the national interest and support of men like John Fisher, associate secretary of the Modern

Language Association, and James Squire, executive secretary of the National Council of Teachers of English. Around the country, and especially at the University of Nebraska in both the College of Arts and Sciences and Teachers College, teachers read the curriculum, made suggestions, and looked for the next steps in the booming Nebraska project.

A second appeal to the Woods fund was made in the fall of 1961. Responding to the already proved result of their initial grant, continuously aware of the work to be done, and interested by the provocative contents of the curriculum study, the Woods fund approved a \$27,000 grant for an expanded summer institute at the University of Nebraska. The university itself willingly agreed to contribute staff time and to waive tuition for 44 participating teachers.

During that same fall, Professor Olson and his associates also worked on a prospectus for a long-term Nebraska Curriculum Center to present to the U.S. Office of Education, a proposal finally submitted in January 1962. In the spring the University of Nebraska was designated as the first of the cooperative research program curriculum development centers, a designation carrying a grant of approximately \$250,000 over a 5-year period. Not only was a vigorous program for the summer of 1962 assured, but it became apparent that the University of Nebraska, cooperating with teachers from all over the State, would be able to plan a curriculum, to test it in pilot schools around the State, and to evaluate it over a period of years.

It is interesting to note that the Nebraska proposal to the U.S. Office of Education was not only the first proposal accepted by the Office but the only one accepted unanimously. Five other such centers are now established around the country: Northwestern, Carnegie Institute of Technology, the University of Oregon, the University of Minnesota, and Hunter College are cooperating in a program to develop an articulated curriculum for the teaching of English. The six schools chosen from dozens of proposals submitted to the U.S. Office were selected not only because of the soundness of the programs which they proposed, but because of the vigor and enthusiasm of those working on curriculum development in the several States.

The 44 teachers who gathered in Andrews Hall in Lincoln early in June for an 8-week session of graduate study and curriculum development little knew how busy the next 2 months would be.

A typical day included three 1-hour classes in the morning. One class emphasized the theory of an articulated curriculum and developed classroom techniques. A second studied seminal literary works and the philosophy of literature. A third dealt in detail with the descriptive and structural approach to English—the study of phonology, morphology, syntax, the history of the language, the purposes and resources of the dictionary, and some aspects of dialect and social usage. Even the noon hours were not free, for committees working on various units in the curriculum ate lunch together every day.

For at least 1 hour every afternoon, the group viewed and judged audiovisual materials which might be of value in either primary or secondary schools. For the remainder of the afternoons, committees met to discuss the problems connected with the preparation of specific units: what works of literature should be taught in third grade; how early students should begin to write; at what level in high school Hamlet and other masterpieces should be taught to students.

And the evenings brought more individual work. Each teacher was responsible for the homework connected with his courses and for writing and evaluating portions of the curriculum units. The casual observer on campus easily noticed the dedicated zeal of this group. When other dormitory lights

were out, theirs burned on into the early hours of the morning. Their discussions on campus, over coffee, or at meals were characterized by intensity, high spirits, and unflagging perseverance to their problems at hand. There was so much to do and so little time.

Mrs. Merrell Grant, 47, a 10th-grade teacher at Lincoln High School, summarized the 8-week institute this way: "It is difficult for me to remember a summer which was more pleasurable or more enlightening, both because the instruction opened many new doors to me and because of the fine associations with other capable teachers around the State."

When the exhausted teachers left Lincoln in August, a core staff remained to edit the materials which had been written and to type sections of the curriculum developed during the summer, a monumental work which deserves some close observation.

Consisting of nearly 5,000 pages, the work includes 40 elementary units and 42 secondary units designed both for teacher and student. Although the Nebraska Curriculum Center by Government contract, centered specifically around the teaching of composition, Professor Olson, Professor Rice, and the other teachers involved in the program recognized that such a program could not be developed except in the context of the study of literature and language. As the general introduction to the curriculum states, "The curriculum endeavors through its inductive organization of units to provide students with a sense of how one gathers literary or linguistic evidence and how one formulates conclusions on the basis of such evidence." The materials prepared to be tested experimentally in the hard reality of classroom situations this fall included units in the description of language, logic, formal rhetoric, and literary forms. The group hypothesized that the analytical study of various kinds of literature would help students to write more competently.

An example of one or two typical units would be in order. The ninth grade student who has been studying the *Odyssey* is asked to compare some translations and to write an essay pointing out variations in writing style. Such matters as metaphor, clarity, diction, rhythm, and sentence construction are to be compared. Not only does such an assignment test the student's close reading and knowledge of poetic techniques, but it gives him an opportunity to display his command of a critical vocabulary and his ability to organize his argument.

In the 10th grade unit, "Man's Picture of Nature," the student, after studying the history of creation as it is given in Genesis, is asked to compare it with other accounts of the creation, selecting from Indian legends, Greek and Roman mythology, Norse mythology, or other mythologies. Hopefully the student learns not only how to handle the techniques of comparison and contrast, but learns to think more critically about the nature of man's existence in the world.

A program as ambitious, as far-reaching, and as potentially important as that developed last summer here at Nebraska needs to be tested in the classroom. Under the general supervision of Professor Rice, who had come to the University of Nebraska as co-director of the curriculum center in June 1962, five school systems agreed to test the program experimentally. Five different kinds of systems were selected for participation; a wealthy suburb, Westside in Omaha; a cosmopolitan center, Omaha itself; a large city, Lincoln; a university community, University High School and Bancroft School; and a small city, York. A total of 19 schools agreed to take part in the pilot program.

This year the materials prepared in the summer are being taught at the 1st-, 4th-, 7th-, and 10th-grade levels. Next year they

will be initiated at the next level beyond each of the present four and be repeated at the same level. Within 3 years all the materials prepared for grades 1 through 12 will have been tested.

Teachers in the program are keeping informal records and having their students keep diaries of their day-by-day progress during the course of the year. Mrs. Grant's comments about the pilot program are typical: "I consider it a privilege to be a part of the experimental English program. Though any class may be considered a challenge, with projected or immediate rewards and results, I consider this experience as perhaps one of the finest I have had."

Random quotations from diaries written by Mrs. Grant's students indicate the enthusiasm of her students for the program. One student writes: "This is the most exciting of the classes that I have all day because it is so different." Another comments: "It's too bad that all English classes aren't as much fun as this one." A third notes: "I'm very anxious to get started in this class. Since it's different from the other English classes, it should be very interesting." The remarks of a fourth student would stir any teacher's heart: "Class today started me thinking." At the end of a particularly exciting hour, one student wrote: "I never really thought about all the things we do automatically just to utter one little word."

The measure of success of this experimental program cannot be known, of course, for a number of years. The Curriculum Center at Nebraska is now attempting to devise a testing instrument, especially for elementary level students, to measure the success of the curriculum program. The Nebraska Curriculum Center plans to sponsor summer workshops for the next 4 years with several goals in mind. Present materials must be revised in the light of experience. More Nebraska teachers need to be brought into the summer workshops in order to give them an opportunity to become more intimately acquainted with the program. Testing must be continued and expanded.

Professor Rice and his staff are also gathering curriculum materials from all over the country in an attempt to read, analyze, and evaluate what is being done elsewhere in the hope that it will help the State of Nebraska and the University of Nebraska to develop a continuously growing and improving program.

As wide national interest in the Nebraska program continues, the Nebraska center has an increasing obligation to lead in the field of curriculum development. Under the leadership of men like Professor Olson and Professor Rice, and with the cooperation of Nebraska's dedicated teachers, it cannot help but succeed. It has already brought honor to the university and the State.

STATE OF ILLINOIS,
DEPARTMENT OF PUBLIC AID,
Springfield, Ill., August 28, 1964.

Hon. ADAM CLAYTON POWELL,
Chairman, House Education and Labor Committee, House Office Building, Washington, D.C.

DEAR CONGRESSMAN POWELL: We have been informed that your committee has had before it for consideration H.R. 11904 which amends and extends the National Defense Education Act of 1958. It is our understanding that this bill includes in its coverage for the first time education for the social work profession.

Because of the urgent need for qualified social workers in the public welfare services, we would greatly appreciate your sending us a copy of H.R. 11904, a copy of committee hearings and reports on the bill, and information concerning its present status in the Congress.

We shall appreciate your addressing the material as follows:

Miss Mary-Claire Johnson, Illinois Department of Public Aid, 400 South Spring Street, Room 203, State Office Building, Springfield, Ill. 62706.

Let me again thank you for your many courtesies in sending me bills and reports on the war-on-poverty legislation and other public welfare legislation coming before your committee during the current session.

Sincerely,

MARY-CLAIRE JOHNSON,
Supervisor, Legislative Research.

SEWARD, NEBR.,
August 26, 1964.

Hon. ADAM C. POWELL,
House Committee on Education and Labor,
U.S. Senate, Washington, D.C.

DEAR SIR: We, here in Nebraska, are just beginning to make progress in an English curriculum that we believe will help so many children and young people in our State and country. I, as a teacher, urge that further aid be given English institutes.

The English program in Nebraska promises so much help in this area, it would be deplorable to discontinue because of lack of Federal assistance.

I urge that you help our cause in retaining English aid as the National Defense Education Act is being revised.

Very truly yours,

VIRGINIA DOWDING.

MODERN LANGUAGE ASSOCIATION
OF AMERICA,
New York, N.Y., August 28, 1964.

Hon. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. POWELL: I have read with interest the account of the discussion of the bill H.R. 11904 in the CONGRESSIONAL RECORD for August 14. We are most appreciative of the understanding support you gave to the effort to broaden National Defense Education Act to include English.

What distresses me, however, and will, I feel, distress all English teachers, is the essentially mechanical view it takes of reading. Reading, even remedial reading, is much more than techniques and machines. It depends in the end upon the literacy and general competence of the reader. And, as the National Council of Teachers of English studies have amply demonstrated, the real job is to upgrade inadequately prepared teachers. I fear that institutes devoted merely to improving reading, without the study of linguistics, composition, and literature that must go with it will be of little effect. What is worse, such legislation lends the authority of Congress and will lend the authority of the U.S. Office of Education to the nation that "reading" is a technique that can be divorced from content.

For these reasons, I hope that in conference, your committee will still find it possible to substitute "English" for "reading" in title XI, section 1101, subheading 2 of the amended bill H.R. 11904.

Sincerely yours,

JOHN HURT FISHER,
Executive Secretary.

MEMORANDUM TO CHAIRMEN OF DEPARTMENTS
OF ENGLISH CONCERNING THE FLOOR DEBATE
OVER THE BILL H.R. 11904, AUGUST 14, 1964

As most of you know by this time, H.R. 11904 was passed by the House of Representatives in amended form on Friday, August 14. It extends National Defense Education Act for 2 years, continuing the modern foreign language provisions, liberalizing the student loan provisions, and increasing the number of graduate fellowships from 1,500 to 3,000 in 1964-65; to 5,000 in 1965-66; and to 6,500 in 1966-67—of which a good many may go to support students in established graduate programs.

However, in one of the most informed and important debates ever held on the floor of the House, the bill was amended to exclude institutes for English, geography, and history. Instead institutes in "reading" were introduced, institutes for those engaged in preparing disadvantaged youth, and for elementary or secondary school library personnel. The last two have their own *raison d'être*, but the rationale behind the substitution of "reading" for "English" bears scrutiny.

The following comments are based upon the CONGRESSIONAL RECORD, volume 110, No. 159, Friday, August 14, 1964, pages 19036-19075.

The reasons advanced by Mr. FRELINGHUYSEN, Republican, of New Jersey and Mr. QUIE, Republican, of Minnesota, for not extending National Defense Education Act to English, history, and geography are reasonable—if these subjects are included, where can the line be drawn? The Senate bill includes civics with history; as others in the House session argued for industrial arts, political science, and international affairs, it became evident that once other subjects begin to be included under National Defense Education Act, it will be hard to be selective. Furthermore, as Mr. QUIE observed, subjects like civics and history are controversial; Federal aid inevitably involves an element of Federal control; new materials developed with the support of the USOE run the risk of developing into a national curriculum; and "we must make certain that out of this we do not develop standardization of our curriculum" (p. 19048).

"Reading" was included because it was felt that it was a technique rather than a subject.

Mr. GOODELL, Republican, of New York: "I think the emphasis here should be clear. As a matter of legislative history when we use the word 'reading' we mean such things as remedial reading and perhaps other techniques of reading. The emphasis is on techniques of reading and the process of reading and not on literature and poetry and things of that nature that might be taught in a general course of English" (p. 19051).

Mr. QUIE: "That is my understanding * * * Let us consider the case of the disadvantaged youth, the youth who, because of his relationship with his family, does not have the background possessed by a middle-class youth. He may need special help in reading, during the early years, in order to advance as fast as a young person who grew up in a middle-class family. This is part of it. They may not call it 'remedial' because of following along and beginning to learn to read and so on, but this is the kind of special help we mean as to reading * * * There is the improvement of reading and the teaching and techniques of speeding up reading to make a youth better able to read, instead of, let us say, appreciate poetry or anything like that" (p. 19051).

Mrs. GREEN, Democrat, of Oregon: "The Federal Government does not want to get into the area of outlining a curriculum, so I would not want to venture into that at all today. The intent is to put a special emphasis on remedial reading. Also, I believe there would be included in this the classes to improve speed of reading. Some of us, as Members of Congress, have taken speed reading classes" (p. 19051).

Mr. BRADEMAS, Democrat, of Indiana: "The emphasis is to be on remedial reading, but it is not the intention of the committee that the Federal Government should dictate to local school authorities what is to be read and what is not to be read. I would take it for granted that in a remedial reading course it is not the intention of the gentleman from Minnesota to exclude what is normally considered good literature" (p. 19052).

Mr. QUIE: "No. It would be my hope that they would use the best literature possible as they teach remedial reading or speed reading" (p. 19052).

Mr. GRIFFIN, Republican, of Michigan, "The series of amendments which has been worked out will confine the expansion [of National Defense Education Act] to matters which are not controversial in the curriculum. The limited area of reading, for example, involves only a basic skill which is essential to all learning. There have been dramatic strides made in the methods for teaching reading. There are rapid reading courses available with new techniques that are revolutionary. It will be important and valuable to the Nation if those who teach reading can be brought up to date in the use of new methods now available" (p. 19054).

English, geography, and history were eliminated from title III (matching funds for purchasing equipment) as well as from title IX (institutes). Again, however, reading was substituted for English. As Mr. QUIE observed, " * * * There is some expensive equipment that can greatly improve the reading ability of the young children that the school may provide." Mr. GOODELL cautioned, however, "I believe we have some difference of opinion as to the usefulness of certain types of equipment" (p. 19063).

There is much more of interest in the debate, but these selections are sufficient to indicate its tenor. The House version of the bill provides significant opportunity for improvement. There are techniques and machines which, if properly used, can assist in remedial reading, and the support given by Mr. BRADEMAS and Mr. QUIE to using "the best literature possible" is indeed heartening. However, we are left here with an essentially mechanical definition of reading, to be supported (along with foreign language, counseling and guidance, English as a second language, teaching the disadvantaged, and library science) at the rate of \$35 million in 1964-65. The emphasis is solely upon techniques and hardware, with no recognition that the literacy of the teacher himself, his own command of language, literature, and composition, is in the end what makes him able to teach others to read and write.

The Senate bill, passed late in July, authorized equipment and institutes for "English." It would be well if the wording of the compromise bill that emerges from the House-Senate conference soon after Labor Day could broaden "reading" by a recognition that—as in science, mathematics, and the modern foreign languages—it is the teacher's own skills and abilities which are in need of improvement, not only his methodology. The easiest way to do this would be to replace "reading" by "English" in the amended bill 1904, title XI, section 1101, subheading No. 2.

This memorandum is informational. The bill contains much that is helpful and the doubts expressed by Messrs. QUIE, FRELINGHUYSEN, and GOODELL are informed and legitimate. However, since the form in which the House bill emerged is likely to do a disservice to the national conception of how literacy may best be improved, it would be well if the House Subcommittee on Education were urged to broaden the wording of the bill to "English."

Members of the Education Committees of the House and Senate will be meeting soon after the Democratic Convention to bring together the two bills. If you are moved to express yourself on this matter, you should do so at once. In Washington, telegrams count far more than letters.

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

Democrats: Lister Hill, Alabama, chairman 1964; Pat McNamara, Michigan; Wayne Morse, Oregon; Ralph W. Yarborough, Texas;

Joseph S. Clark, Pennsylvania; Jennings Randolph, West Virginia; Harrison A. Williams, Jr., New Jersey; Claiborne Pell, Rhode Island; Edward Kennedy, Massachusetts; Lee Metcalf, Montana.

Republican: Barry Goldwater, Arizona; Jacob K. Javits, New York; Winston L. Prouty, Vermont; John Tower, Texas; Len B. Jordan, Idaho.

HOUSE COMMITTEE ON EDUCATION AND LABOR

Democrats: Adam C. Powell, New York, chairman 1964; Carl D. Perkins, Kentucky; Phil M. Landrum, Georgia; Edith Green, Oregon; James Roosevelt, California; Frank Thompson, Jr., New Jersey; Elmer J. Holland, Pennsylvania; Roman C. Pucinski, Illinois; Dominick V. Daniels, New Jersey; John Brademas, Indiana; James G. O'Hara, Michigan; Ralph J. Scott, North Carolina; Hugh Carey, New York; Augustus Hawkins, California; Carlton Sickles, Maryland; Sam Gibbons, Florida; Thomas P. Gill, Hawaii; George E. Brown, Jr., California.

Republicans: Peter Frelinghuysen, Jr., New Jersey; William H. Ayres, Ohio; Robert P. Griffin, Michigan; Albert H. Quie, Minnesota; Charles E. Goodell, New York; Donald C. Bruce, Indiana; John M. Ashbrook, Ohio; Dave Martin, Nebraska; Alphonzo Bell, California; M. G. (Gene) Snyder, Kentucky; Paul Findley, Illinois; Robert Taft, Jr., Ohio.

SUMMARY OF THE NATIONAL INTEREST AND THE CONTINUING EDUCATION OF TEACHERS OF ENGLISH, NCTE (1964)

The following statistics may be of value in refuting the argument that an adequate job is being done nationally in the preparation of teachers of English. These quotations are taken from "The National Interest and the Continuing Education of Teachers of English."

A study of the assistance available to 3,030 elementary teachers and 7,417 secondary teachers from large and small schools in all sections of the country indicates clearly that the Nation's schools and colleges are not providing sufficient opportunities for education to improve the quality of preparation of today's teachers of English.

Over 40 percent of the Nation's elementary teachers began full-time teaching without a baccalaureate degree. Only 15.5 percent of the teachers with 0 to 2 years' experience have begun teaching with less than a bachelor's, but 71.7 percent of those with 16 or more years' experience began without the baccalaureate. At least one-fourth of those elementary teachers who began without a bachelor's degree have not yet reached this minimal level of academic preparation.

Almost half (49.5 percent) of all secondary teachers who conduct English classes lack majors in the subject. These figures for 1963 show little improvement over the figures in a 1961 report which revealed that, depending on the State, only 40 to 60 percent of the high school teachers of English had completed college majors in English.

Only 5.3 percent of the colleges required of elementary education students a course on the English language. More than three-fifths did not require work in grammar and usage.

On the average, the typical elementary teacher in this survey has taught for approximately 9 years, but it has been 6 years since his last English course.

Of the secondary teachers responding to the survey, two-thirds do not feel confident of their preparation in composition, and almost half are insecure in literature and language as well.

Today, only half (51.9 percent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third (36.6 percent), to teach composition; slightly more than half (53.3 per-

cent), to teach the English language. Fewer than one-third (32.7 percent) feel well prepared to teach oral skills, and only one-tenth, to teach reading at the secondary level.

Elementary teachers on the average take one summer session for each 8 years of experience.

Thirty percent of the secondary teachers of English in this survey have not taken a course in English for more than 10 years.

DUKE UNIVERSITY,
Durham, N.C., July 30, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, Education and Labor Committee,
House of Representatives, Washington,
D.C.

MY DEAR MR. POWELL: I write to express my strong support for the general principles involved in H.R. 11904 which would expand the National Defense Education Act of 1958 to provide institutes for librarians and teachers of history, geography, and English, as well as other kinds of services for education in these fields. It is my earnest hope that you will support proposed legislation designed to implement these principles whenever the opportunity is presented.

Sincerely yours,
WILLIAM H. CARTWRIGHT,
Chairman.

THE UNIVERSITY OF TEXAS,
Austin, Tex., July 23, 1964.

HON. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. POWELL: I wish to express my strong interest in and support of H.R. 11904 and wish to make a special plea for the inclusion of English as a subject to be included in it.

For the past 4 years the department of English has operated a summer institute for the upgrading of the teaching of high school English. In the first year we had foundation support which paid the cost of instruction and subsidy payments to those enrolled. In the second and third years the University of Texas paid instructional cost but the enrollees paid their own fees and subsistence. In the fourth (current) year, the University of Texas was unable to pay even the cost of instruction. Nevertheless, by increasing substantially the teaching loads of the other members of the staff, the department of English offered, belatedly, a curtailed program that enrolled—because of the late announcement—half the usual number. Instruction was carried on by two-thirds of the former staff.

I need not point out to you that the blind cannot lead the blind, the ignorant teach the youth of America. Although we have selected only the best-prepared of our applicants, nothing is more appalling than their collective ignorance of the subject they profess. What must be that of the remainder?

States cannot or will not provide the funds necessary to the upgrading of public school instruction. If the job is to be done, Federal assistance is indispensable. And as a Nation we shall be culpable if we limit this aid to the sciences and mathematics. The person who cannot communicate in modern society is a handicapped person whose disadvantage in life may be more serious than that of most physically handicapped persons.

Instead of canceling our summer institute, we should like to expand it. This we cannot do without Federal assistance. I bespeak your assistance in all ways possible.

Sincerely yours,
C. L. CLINE, Chairman.

JULY 30, 1964.

MR. ADAM C. POWELL,
Chairman, Committee on Education and
Labor, Rayburn House Office Building,
Washington, D.C.

DEAR MR. POWELL: I urge you to support House bill 11904 during this coming term. In addition your support of the expansion of the NDEA to include history and geography would be a great asset to our country as a whole.

I would appreciate your efforts in promoting such progressive legislation.

Sincerely,
JOSEPH L. DECHURCH.

THE UNIVERSITY OF NEW MEXICO,
Albuquerque, August 1, 1964.

HON. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR SIR: It is proposed that the revised National Defense Education Act, H.R. 11904, include English. I heartily endorse this proposal. Unless we can provide expanded services, the next few years will see a radical decline in the quality of language teaching. Money spent for the improvement of English teaching is an excellent investment.

Sincerely yours,
FRANKLIN M. DICKEY,
Associate Professor, Chairman.

NORTHEAST MISSOURI,
STATE TEACHERS COLLEGE,
Kirksville, Mo., August 3, 1964.

HON. ADAM C. POWELL,
U.S. House of Representative,
Washington, D.C.

DEAR SIR: I sincerely appreciate your support of H.R. 11904. You are to be congratulated on its success thus far.

If passed, this extension of the National Defense Education Act will at last give needed support to improving English teaching. As a person who is convinced that the quality of education in this country depends heavily on the effectiveness with which the skills of communication are taught and learned, I urge your continued support of this legislation.

Gratefully yours,
LOREN V. GRISSOM,
Professor of English Education.

DREXEL HOME, INC.,
Chicago, Ill., July 24, 1964.

HON. ADAM CLAYTON POWELL,
Member of Congress, Chairman, House Education and Labor Committee, House Office Building, Washington, D.C.

DEAR CONGRESSMAN POWELL: We have watched with a deep and abiding interest the efforts to amend and extend the National Defense Education Act of 1958; H.R. 11904.

Passage of this bill is most important for our community and country at this time. As a trained social worker and member of the National Association of Social Work, I am most eager to see this bill enacted that would provide social work training on the graduate and undergraduate levels.

In the light of growing personnel needs I urge your support for this most important measure.

Sincerely yours,
JEROME HAMMERMAN,
Executive Director.

NISKAYUNA HIGH SCHOOL,
NISKAYUNA PUBLIC SCHOOLS,
Schenectady, N.Y., July 24, 1964.

HON. ADAM C. POWELL,
Chairman, House Committee on Education and Labor, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: May I respectfully urge your consideration and support of H.R.

11904, a bill to amend and extend the National Defense Education Act to include English and the teaching of English.

I believe there are two basic reasons which argue for passage of the proposed amendment. The first is that it is of crucial importance for this country to reduce the rate of illiteracy, or (to put it more positively) to improve the literacy of all its citizens. Secondly, we need to balance the present stress on mathematics and science by strengthening the humane studies, of which English, the study of our language and literature, is central. In the long run (or even in the short run) the strength of this Nation lies in the essential humaneness of its people, in their growth into full stature as adult, responsible, mature people.

Speaking not only for myself but also as regional director of the New York State English Council, may I express the hope of earnest and rather beleaguered English teachers that your committee will approve and support H.R. 11904. Thank you.

Yours truly,
JOHN F. HOGAN,
Head, English Department.

WAHPETON, N. DAK.,
August 4, 1964.

HON. ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.

DEAR MR. POWELL: The North Dakota Council of the Social Studies endorse the extended National Defense Education Act—H.R. 11904.

The executive board will appreciate all favorable consideration given to the passage of the bill.

Yours very truly,
CLARA JUNG, Secretary.

UNIVERSITY OF ILLINOIS,
Chicago, Ill., July 23, 1964.

HON. ADAM CLAYTON POWELL,
Member of Congress, Chairman, House Education and Labor Committee, House Office Building, Washington, D.C.

DEAR MR. POWELL: As chairman of the House Education and Labor Committee you probably are aware of the importance of H.R. 11904. I feel that the move to amend and extend the National Defense Education Act of 1958, which would improve the lot of the social worker, is worthwhile and I exhort you to do everything you can to support its passage.

Sincerely yours,
HAROLD KLEHR, Director.

VIRGINIA STATE COLLEGE,
Petersburg, Va., July 23, 1964.

HON. ADAM C. POWELL,
House of Representatives,
Washington, D.C.

DEAR MR. POWELL: It has come to my attention that hearings on the amended National Defense Education Act of 1958 will take place before the House and Senate Subcommittees on Education very soon.

As a professor of English for over 30 years, I have come more and more to sense the need for widespread, concerted effort supported by lay citizens, local school boards, educational institutions of all kinds, and any other agency to clear up the confusion and strength the purpose of instruction in English throughout the whole range of our various educational systems.

Accordingly, I earnestly hope that the careful attention you will surely give this matter will lead you to support H.R. 11904, which amends the 1959 National Defense Education Act by including English in title III, under State plans, sec. 303(a) clause A of section 303(a) (1), and by adding title XI, Institutes.

There are tens of thousands of school and college teachers of English, who, if heartened and fortified by the substantial financial support the Government can give, will exert themselves without stint to do the job that needs to be done for our young people but which cannot now be done, owing to the way over many years rapid growth of both enrollment and knowledge has rendered established approaches, methods, and programs ineffective. Only Federal help can give the imperative overall thrust for an immediate step toward improvement.

Yours truly,
JOSEPH H. JENKINS,
Acting Head, Department of English.

COLUMBIA UNIVERSITY IN THE
CITY OF NEW YORK,
July 23, 1964.

HON. ADAM C. POWELL,
*U.S. House of Representatives,
Washington, D.C.*

DEAR MR. POWELL: May I strongly urge the including among amendments to the National Defense Education Act provisions for establishing institutes for teachers of English in elementary and secondary schools. Language is our first weapon; if we are to succeed in convincing, it must be kept continually sharp.

Yours very sincerely,
LEWIS LEARY,
Chairman.

ITHACA, N.Y.,
July 23, 1964.

Congressman ADAM C. POWELL,
*House of Representative Office Building,
Washington, D.C.*

DEAR MR. POWELL: I would like to urge you to use all of your influence to pass H.R. 11904 in this session of Congress. I am particularly anxious to see the addition of the humanities and the social sciences.

Sincerely,
WILLIAM T. LOWE.
HUNTINGTON, W. VA.,
July 23, 1964.

HON. CLAYTON POWELL,
*U.S. House of Representatives,
Washington, D.C.*

DEAR MR. POWELL: As chairman of the House Committee on Education and Labor, I am sure, you will exert every effort toward passage of H.R. 11904, the bill to extend and amend the 1958 National Defense Education Act to include help for the teaching of English.

West Virginia teachers of English are especially eager for its passage. In a State so depressed as ours, we feel that improvement in communication skills is basic to advancement in all other areas. Our teachers are willing, but we need help in acquiring materials and for in-service training.

GENEVIEVE McDANIEL,
*Vice President of West Virginia Council
of Teachers of English.*

SUPERINTENDENT OF PUBLIC IN-
STRUCTION, JACKSON COUNTY,
Holton, Kans., July 23, 1964.

Mr. ADAM C. POWELL,
*Chairman, Committee on Education and
Labor, U.S. House of Representatives,
Washington, D.C.*

DEAR MR. POWELL: May I urge you to give your full support to H.R. 11904, the bill which expands the National Defense Education Act to cover English, history, and geography institute programs for teachers, as well as increasing student loan funds and fellowships and extending guidance, counseling and testing programs to public elementary schools.

The present National Defense Education Act program has done much to upgrade the schools of Kansas. Should you desire definite proof I can cite you many examples of

its profitable application to schools in Jackson County.

I join teachers, students, parents and other patrons of our county in urging you to favorably report this bill out of the committee and then vote "yes" for its passage.

As a friend of education I support you in promoting better opportunities for our youth and their teachers.

With best wishes, I remain,

Sincerely yours,
Mrs. CORINNE RICHARD,
County Superintendent.

RHODE ISLAND EDUCATION ASSOCIATION,
Providence, R.I., July 23, 1964.

HON. ADAM C. POWELL,
*Chairman, Committee on Education and
Labor, U.S. House of Representatives,
Washington, D.C.*

DEAR MR. POWELL: The Rhode Island Education Association, the professional organization of over 4,300 schoolteachers and school administrators, urgently urges favorable action on H.R. 11904.

As you, I know, understand, this is not the full general aid bill for education which our association and our national association supports but "half a loaf is better than none."

We therefore fully approve of an expanded National Defense Education Act.

Sincerely yours,
FRANK J. ROWE,
Executive Secretary.

UNIVERSITY OF WISCONSIN,
Madison, Wis., July 27, 1964.

HON. ADAM C. POWELL,
*U.S. House of Representatives,
Washington, D.C.*

DEAR REPRESENTATIVE POWELL: I am writing to urge you to support the passage of H.R. 11904, a bill to amend and extend the National Defense Education Act of 1958, introduced by Representative EDITH GREEN, Democrat of Oregon. The inclusion of English in the amendment to the National Defense Education Act is of utmost importance to our national interest, not only in terms of the upgrading of English language teaching in our own country which it can help to provide, but also in terms of the sorely needed upgrading of the teaching of English as a foreign language being carried on in so many corners of the world. For political, economic, and cultural reasons, English ranks today as the principal language of world communication, and the teaching of English on a quality basis ranks as one of the most important and most influential cultural activities to be undertaken by the English-speaking peoples. It would be most unfortunate if, in our national interest in education, the U.S. Government neglected to provide for the needed support to insure the highest professional standards in the teaching of our language.

As chairman of the House Committee on Education and Labor, your support and interest is vital to the passage of this amendment.

My own particular interest is in the teaching of English as a foreign, or second, language—an area which, since World War II, has been of considerable importance to the U.S. Government and its agencies for the contributions that it has made, and can continue to make, in our relations with other nations of the world. I am writing as one who has not only been directly involved in the overseas aspect of this instruction (Afghanistan, 1958–60), but also as one who is presently director of the program in English for foreign students at a university with one of the largest enrollments of foreign students in this country. The title XI portion of the amendments to the National Defense Education Act is of especial importance to me and my colleagues, since institutes for the training of teachers of Eng-

lish are urgently needed if a high professional caliber of instruction in English is to be maintained and furthered.

I urge you, therefore, to give careful thought to this amendment and to use your influence to win the support of your fellow colleagues in the House of Representatives.

Respectfully yours,
CHARLES T. SCOTT,
Assistant Professor of English.

THE JANE ADDAMS
GRADUATE SCHOOL OF SOCIAL WORK,
Chicago, Ill., July 27, 1964.

HON. ADAM CLAYTON POWELL,
*Member of Congress, Chairman, House Edu-
cation and Labor Committee, House
Office Building, Washington, D.C.*

DEAR MR. POWELL: I am writing in support of H.R. 11904 which provides for the inclusion of persons seeking social work education under provisions of the National Defense Education Act.

It is, of course, unnecessary to tell you of the shortage of professional personnel in social work. I did want to tell you of our own experience this year at this school in which the number of applicants increased by almost 50 percent. We are pleased to see this upsurge in interest in training for social work. However, almost without exception these applicants indicated some need for financial aid in order to make professional training possible. We, therefore, believe that favorable action by your committee on this amendment would serve to enhance the numbers of people able to undertake education for social work and consequently a distinct contribution would be made to the overall personnel shortage.

Very truly yours,
W. PAUL SIMÓN,
Assistant Director.

EMORY UNIVERSITY,
Atlanta, Ga., July 28, 1964.

HON. ADAM C. POWELL,
*U.S. House of Representatives,
Washington, D.C.*

DEAR CONGRESSMAN POWELL: Please forgive my pen, as I am on vacation and away from a typewriter. I have just learned of the hearings on the National Defense Education Act which your committee is holding, and I am writing to urge you to give this act your full support. In particular I am also writing to urge that you support EDITH GREEN's amendment which makes English one of the subjects eligible for governmental support.

This act is an important source of help for Georgia educators. We depend heavily upon National Defense Education Act fellowships for graduate students whom we are training to be high school and college teachers. Mrs. GREEN's amendment is especially important and sensible, I think. English is certainly one of the essential tools that an educated person must have, and too often the teaching of this subject in school is inferior and old-fashioned. National Defense Education Act support could help correct this.

During the present summer we at Emory University in Atlanta have been running our first English Summer Institute. A small grant from a private foundation (not renewable, I fear) has made this possible. We have 20 high school teachers, including both whites and Negroes, from all parts of the State in the program. We are teaching them basic skills—how to read and write better, and how to teach others to do the same. We would have liked to offer a course in the English language, but funds were not sufficient. I wish you could see the improvement some of these teachers have made after only 1 month of intensive training.

I am persuaded that institutes like this one (even though small in size) can help measurably to improve public school teaching of English all over the country. The cutting edge of economic and social improve-

ment for all culturally deprived Americans (in Appalachia as well as in Harlem) is a fluent command of English. The National Defense Education Act will help achieve this, and I urge you to support the amended bill.

Sincerely,

ALBERT E. STONE, Jr.,
Professor and Chairman of English.

DUKE UNIVERSITY,
Durham, N.C., August 3, 1964.

HON. ADAM CLAYTON POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. POWELL: It is my wish to express to you my strong personal support for the pending legislation designated H.R. 11904 which calls for an expansion of the National Defense Education Act of 1958. It is my hope that you will see fit to give this particular bill your personal attention, verbal support, and affirmative vote. It is my belief that this bill is of major benefit to present concerns in higher education.

Sincerely yours,

R. L. TUTHILL.

CHICAGO, ILL.,
August 6, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, House Education and Labor Committee, House Office Building, Washington, D.C.

MY DEAR MR. POWELL: I am enclosing a copy of a note which I have just written to Mr. PUCINSKI, our Chicago Representative who is a member of your Education and Labor Committee.

I hope you also will feel that this is a worthwhile provision and will support it.

Sincerely yours,

MRS. CHRISTINE WAGNER.

CHICAGO, ILL.,
August 6, 1964.

HON. ROMAN C. PUCINSKI,
House Office Building,
Washington, D.C.

DEAR MR. PUCINSKI: I am writing you in regard to H.R. 11904, a bill to extend the National Defense Education Act, which I understand is now before the Education and Labor Committee. My interest is particularly in the extension of the provision for forgiveness of 50 percent of educational loans so as to include persons in training for social work.

As a social worker in Chicago for many years I am constantly aware of the need for capable, well-trained people in social work, and of the shortage now. This provision for assistance in training would help young people who are interested but who would otherwise have difficulty in financing their training.

I hope that you also feel that this is a worthwhile provision and will do all that you can to see that it is included.

Sincerely yours,

MRS. CHRISTINE WAGNER.

JULY 24, 1964.

HON. ADAM CLAYTON POWELL,
Member of Congress, Chairman, House Education and Labor Committee, House Office Building, Washington, D.C.

DEAR FRIEND: I am writing to ask your strong support of H.R. 11904.

The need for trained social workers is so great and the dearth of them so appalling, we shall appreciate everything you can do to provide educational funds. We recruit to the field unceasingly but lack of funds is often a deterrent to continuing in school.

Thank you for your interest and concern.

Sincerely,

MISS IRENE WERNER, ACSW.,
Director, Family and Child Care Division,
Lutheran Social Service of Illinois.

CORTLAND, N.Y.,
August 3, 1964.

HON. ADAM C. POWELL,
U.S. House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN: I urge you to use your good offices on behalf of H.R. 11904, a bill which would extend the Government support of special programs in education and which, specifically, would bring the subject of English under the same sort of program now accorded mathematics, science, and foreign languages.

As Wendell Johnson wrote several years ago "to use language clearly and with validity is basic to personal efficiency and to general development—it is basic to sanity itself—and it is fundamental to intelligent social organization and to the adequate management of national and international problems."

English teachers are given the task—with currently inadequate training—of providing this essential human base.

That the state of English teaching in this country is currently disgraceful is no secret. I urge you to provide a program for its improvement.

Very truly yours,

WILLIAM W. WEST,
Assistant Professor of English,
State University College.

JULY 29, 1964.

Chairman ADAM C. POWELL,
House of Representatives,
Washington, D.C.

HONORABLE POWELL: In spite of BARRY GOLDWATER's criticism of crime, he has never presented any positive solutions. It is too bad the people of this Nation do not know how simple the solution really is. The root of the problem is education. No local system can cope with the insurmountable costs of poverty, ignorance, idleness, racial tension, and crime. Our Federal Government must lead the way to a fair tax on all the Nation because local taxes are not able to handle local problems. Vote for H.R. 11904. This will enlarge our National Defense Education Act and add more money for education.

Sincerely,

MRS. MABEL HOLMES,
Legislative Chairman, W.C.T.C.

KANSAS COUNCIL
FOR THE SOCIAL STUDIES,
Topeka, Kans., August 2, 1964.

HON. ADAM CLAYTON POWELL,
Chairman, Committee on Education and Labor, House Office Building, Washington, D.C.

DEAR MR. POWELL: I understand that on July 23 the House Education and Labor Committee passed H.R. 11904, National Defense Education Act amendments, 1964, which includes institutes and equipment for teachers of history and geography and State supervisory services in those subjects. I would like to urge your support for the passage of this bill on the floor of the House. It will greatly strengthen the teaching profession as a whole, and is of vital interest to teachers of the social studies.

Sincerely yours,

MARILYN L. WICHERS,
President.

Mr. POWELL. Mr. Speaker, the gentleman from Alabama has given to this Nation one of the great contributions given by any Member of the U.S. Congress when he authored this act. Six hundred thousand American boys and girls who could not have gone to school have been able to go to school under this act in past years, and they have repaid

the loans 5 times faster than the law requires.

Public Laws 815 and 874 affect the districts of 315 Members of this body, Republicans and Democrats. Those laws will expire within the next few months, in June of next year. It is impossible for State legislatures and for bodies which control education in the States to plan their budgets for the next educational year without a certainty that we in this Congress are not shirking our duty, that we in this Congress are giving to them the basis upon which they can build their budgets and their programs for 1965 and 1966.

Students that will graduate from college in January must now apply for loans if they are going to come under it or before the program expires on June 30. If you vote to recommit this bill, I stand here and say that that is the end of impacted area legislation; that is the end of the loan program of the National Defense Education Act, because I personally will not take this bill back to conference, because I have received direct assurance from the gentlemen, Republican and Democrat, in the other body that they will not go to conference.

Mr. HALLECK. Mr. Speaker, will the gentleman yield?

Mr. SICKLES. Mr. Speaker, while I can appreciate the partisan warmth of the minority conferees' position, a look at the conference report on S. 3060 should help to set the record straight. Title I of the National Defense Education Act was amended. The Senate receded and took the House language in two places. The House view prevailed in section 101 and in section 103(b). So far as I can see in this title the conference report is the House version of the bill.

Title II is the student loan title. What do we find? In fiscal year 1965 the Senate wanted \$145 million, the House authorized \$163.3 million. What prevailed? The conference report provides \$163.3 million. The same is true for the fiscal year 1966 authorization. The House figure is the conference figure. In fiscal year 1967 the conference figure is \$190 million, \$10 million less than the House figure, but \$10 million more than the Senate figure, and in the final year the amount authorized is but \$5 million less than the top House figure of \$200 million. The gentleman may not want to provide sums of such magnitude for loan purposes, but I submit he cannot fault the conference managers on the part of the House for failing to maintain the House position with respect to the money in title II, which, as we all know, is the most costly title in the act.

Title III, the equipment title, would seem at first glance to lend some support to the contention, but as I read the conference report, I find that a floor amendment made by the gentleman from New York, known as the Carey amendment, is still in the conference bill. "Reading" the House category, rather than the more restrictive "remedial reading" of the Senate category, seems to have survived despite the clamor which is being made. The House wall maps and globes language, it is true, has

been superseded by the category language of geography, but this is as long as it is broad in practical application, I would think.

Title IV on fellowships shows both House and Senate receding, but with House language prevailing for fiscal year 1965, 1,500 fellowships less than the Senate wanted for fiscal year 1966, and 2,500 fewer than the Senate figure for each of the two fiscal years following. House language also prevailed on the award of the fellowships to new and expanding institutions and the Senate lost on the attempt to raise the fellowship stipend. It is hard to see in this title that the House managers gave away much, if anything, in conference.

Title V(a) money was added for the final year but this was inescapable if the additional year's extension was agreed upon. As far as the institutes generally are concerned, some were added which were not in the Senate version, "disadvantaged youth," and some were added which were not in the House version.

Title VI: The Senate took the House version with respect to the institute repealer.

Title X: The Senate took all of the House language.

Public Law 815-874: The Senate took the 1-year extension of the House version but did get the District of Columbia added. Members on the other side of the aisle, I believe, supported the inclusion of the District.

On balance, I cannot feel that there is justified criticism of the House managers.

Mr. QUILLEN. Mr. Speaker, I urge adoption of the conference report on the National Defense Education Act. Improvement of instruction in basic subjects in our schools remain a vital national concern.

Nearly a half-million needy, but able, college students have been enabled to continue their education under this act, and their contributions to our national strength and progress will extend throughout the years ahead.

This is a constructive, far-seeing act, initiated by President Eisenhower. It deserves our continued support.

Mr. GURNEY. Mr. Speaker, today, in the closing days of the 88th Congress, we are voting on the National Defense Education Act which includes a 1-year extension of the impacted areas program.

I rise in full support of the impact aid program. This extension is of vital importance to my district which has taken the brunt of a huge Federal buildup of employees and their families.

Our school system, especially in Brevard County, have been overburdened and they must rely on the impact aid program to provide assistance in meeting the increasing demands of today's growing school populations.

No one is more acutely aware of this problem than myself. I pledged in my 1962 election campaign that I would vigorously support this program and this I have done.

I supported the impact aid program last year and voted for it on December 12. I plan to vote today for this new extension, which includes funds for Brevard and Orange Counties in my 11th District of Florida.

I have been in close touch both last year and this year with school authorities in my district, especially the superintendent of the board of public instruction for Brevard County.

I know from firsthand discussions with these people how very important this program is to our schools in the 11th District of Florida. I know how much they are dependent on the moneys which will be coming to them under this program.

I can assure you these funds are needed by our school districts, and say to my colleagues in the House that they are fully justified in voting for the extension of this impact aid to education program, as I intend to vote for it.

Mr. McDOWELL. Mr. Speaker, I fully support the extension and amendment of the National Defense Education Act of 1958, and of Public Laws 815 and 874, 81st Congress, as provided in conference report No. 1916, 88th Congress, 2d session, which we are considering here today, and which accompanies S. 3060, the bill which supercedes H.R. 11904, the earlier bill which passed the House April 14, 1964.

This is basic legislation, sorely needed, in which I have long been interested, and it is similar in most respects to the bill, H.R. 10947, which I sponsored. The purposes which I had in mind in introducing H.R. 10947 will be substantially achieved by the adoption of conference report No. 1916.

In view of the long interest of President Dwight D. Eisenhower in Federal aid to education, and his several messages to the Congress recommending such Federal aid, I was surprised to read in the New York Times of September 25, 1964, that House Republican conferees declined to sign conference report No. 1916.

The position of President Eisenhower on the subject of Federal aid to education was well stated by Dr. John A. Perkins, former Under Secretary of the U.S. Department of Health, Education, and Welfare, in a speech to the 56th convention of the American Association of University Women in Kansas City on June 23, 1959. I have in my hand a copy of an Associated Press report on the speech by Dr. Perkins, which was published in the Washington, D.C., Evening Star of June 23, 1959.

According to the Washington, D.C., Evening Star, Dr. Perkins said:

Federal funds have been the most remarkable influence in advancing knowledge through research in the postwar period that higher education has ever known.

Dr. Perkins said the schools will have to turn first to State governments for help because the cost of higher education may soon become too great for individuals or private groups to handle, and he added:

The fallacy of this approach, however, is that many States have failed to meet the

needs for elementary and secondary schools. Where they have met this need there is too little left for higher education.

Dr. Perkins also told the convention delegates:

If your State did not appropriate up to 20 percent more (for higher education) than it did last year, then your State did not care enough.

I shall continue to do all that I can to encourage and support financial aid to education at all levels of government, even though my opponent, in the congressional race this fall, as reported in the Delaware State News of September 1, 1964, has said that he "opposes Federal aid to education." Here again he endorses and embraces the Goldwater approach to education. Senator GOLDWATER's position would lead to dismantling Federal aid to education. He said, as reported by Richard Rovere in the New Yorker magazine of November 2, 1963:

If we get back to readin', writin', and 'rithmetic, and an occasional little whack where it will help, then I think our educational system will take care of itself.

Perhaps it would be helpful for my Goldwater Republican opponent to visit with former President Eisenhower, and with Dr. Milton Eisenhower, the distinguished educator and president of Johns Hopkins University, to ascertain what the historic position of the Republican Party in the Nation as a whole is. It certainly is not one of opposition to Federal aid to education, for Federal aid to education has had strong bipartisan support in both major political parties in the Congress for decades.

President Lyndon B. Johnson recently received an invitation from Dr. Milton Eisenhower to visit Johns Hopkins University, an invitation which he clearly indicated he was delighted to accept, and he may be visiting there at this moment.

Just as the University of Delaware has benefited enormously by its long and honorable association with the Federal Government, so Delaware's public schools have benefited from the Federal impacted aid to education program authorized by Public Laws 815 and 874, 81st Congress which is part of the education bill which the conference report we are considering here today deals with.

As president of the University of Delaware, Dr. John A. Perkins heads a land-grant university which was solidified by an act of Congress, the Morrell Act, signed into law by President Abraham Lincoln in 1862. It may be doubted if the University of Delaware could long continue without Federal financial aid, so Dr. Perkins knows at first hand what he is talking about when he strongly supports Federal aid to education. He is not prepared to play politics with the welfare of our country, nor does he rubber-stamp educational policies which can only lead to disaster.

Mr. POWELL. Mr. Speaker, I yield back the balance of my time and I move the previous question.

The previous question was ordered.

CALL OF THE HOUSE

Mr. GRIFFIN. Mr. Speaker, I make the point of order that a quorum is not present.

The SPEAKER. Evidently a quorum is not present.

Mr. ALBERT. Mr. Speaker, I move a call of the House.

A call of the House was ordered.

The Clerk called the roll, and the following Members failed to answer to their names:

[Roll No. 267]

Abbitt	Finnegan	Montoya
Alger	Flynt	Morris
Aspinall	Forrester	Morrison
Avery	Gill	Pilcher
Ayres	Grant	Pool
Bass	Griffiths	Rains
Berry	Hanna	Reifel
Brademas	Hardy	Rivers, Alaska
Brock	Healey	Rostenkowski
Buckley	Hébert	St. George
Burton, Calif.	Hoffman	St. Germain
Casey	Hull	Scott
Celler	Jones, Ala.	Selden
Clark	Kee	Sheppard
Clawson, Del	Landrum	Sikes
Corman	Lankford	Smith, Calif.
Curtin	Leggett	Snyder
Davis, Ga.	Lesinski	Stafford
Davis, Tenn.	McIntire	Staggers
Dawson	McMillan	Sullivan
Denton	Martin, Mass.	Talcott
Derounian	Martin, Nebr.	Thompson,
Devine	Matsunaga	Tex.
Diggs	May	Toll
Dorn	Meador	Tupper
Edmondson	Michel	Weltner
Ellsworth	Miller, Calif.	Wilson, Ind.
Evins	Miller, N.Y.	Younger

The SPEAKER. On this rollcall, 349 Members have answered to their names, a quorum.

By unanimous consent, further proceedings under the call were dispensed with.

EXTENSION AND AMENDMENT OF NATIONAL DEFENSE EDUCATION ACT OF 1958 AND PUBLIC LAWS 815 AND 874, 81ST CONGRESS

Mr. GOODELL. Mr. Speaker, I offer a motion to recommit with instructions.

The SPEAKER. Is the gentleman opposed to the conference report?

Mr. GOODELL. In its present form, I am, Mr. Speaker.

The SPEAKER. The Clerk will report the motion to recommit.

The Clerk read as follows:

Mr. GOODELL moves to recommit the bill (S. 3060) to the committee of conference, with instructions to the managers on the part of the House to insist upon the following changes in the bill reported by the committee of conference:

(1) Amend title III (financial assistance for instructional equipment) by striking out references to "history, civics, geography", restoring the House-approved reference to wall maps and globes, and substituting "English language arts" for "English";

(2) Amend title IX (teacher institutes) by striking out references to "history, geography", and by substituting "English language arts" for "English";

(3) Amend title XI (federally affected areas) to extend Public Laws 815 and 874 for two years (until June 30, 1967).

The previous question was ordered.

The SPEAKER. The question is on the motion to recommit.

Mr. GOODELL. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The question was taken; and there were—yeas 107, nays 236, not voting 87, as follows:

[Roll No. 268]

YEAS—107

Abele	Findley	Marsh
Abernethy	Fisher	Milliken
Anderson	Ford	Minshall
Andrews, Ala.	Foreman	Morton
Andrews, N. Dak.	Fountain	Nelsen
Arends	Frelinghuysen	Osmer
Ashbrook	Goodell	Passman
Ashmores	Goodling	Pillion
Bates	Griffin	Poff
Battin	Gross	Quie
Becker	Gubser	Reid, Ill.
Beermann	Gurney	Rhodes, Ariz.
Belcher	Haley	Roberts, Ala.
Bell	Hall	Rogers, Fla.
Bennett, Fla.	Halleck	Saylor
Betts	Harrison	Schneebeli
Bolton	Harvey, Ind.	Short
Bolton, Frances P.	Harvey, Mich.	Smith, Va.
Bolton, Oliver P.	Hoeven	Springer
Bow	Horan	Taft
Bromwell	Hosmer	Teague, Calif.
Brown, Ohio	Huddleston	Thomson, Wis.
Bruce	Hutchinson	Tuck
Byrnes, Wis.	Jensen	Utt
Cederberg	Johansen	Van Pelt
Chamberlain	Keith	Waggonner
Chenoweth	Kilburn	Wallhauser
Collier	King, N.Y.	Westland
Colmer	Laird	Wharton
Cramer	Langen	Whitener
Curtis	Latta	Whitten
Dague	Lipscomb	Widnall
Derwinski	McClary	Williams
Dole	McCulloch	Wilson, Bob
Dowdy	McLoskey	Winstead
	MacGregor	Wyman
	Mailliard	

NAYS—236

Adair	Flood	Lindsay
Addabbo	Fogarty	Lloyd
Albert	Fraser	Long, La.
Ashley	Friedel	Long, Md.
Ayres	Fulton, Pa.	McDade
Baker	Fulton, Tenn.	McDowell
Baldwin	Fuqua	McFall
Baring	Gallagher	Macdonald
Barrett	Garmatz	Madden
Barry	Gary	Mahon
Beckworth	Gathings	Martin, Calif.
Blatnik	Glaime	Mathias
Boggs	Gibbons	Matthews
Boland	Gilbert	May
Bolling	Glenn	Mills
Bonner	Gonzalez	Minish
Bray	Grabowski	Monagan
Broomfield	Grant	Moore
Brotzman	Green, Oreg.	Moorhead
Brown, Calif.	Green, Pa.	Morgan
Broyhill, N.C.	Grover	Morse
Broyhill, Va.	Hagan, Ga.	Mosher
Burke	Hagen, Calif.	Moss
Burkhalter	Halpern	Multer
Burleson	Hansen	Murphy, Ill.
Burton, Utah	Harding	Murphy, N.Y.
Byrne, Pa.	Harris	Murray
Cahill	Harsha	Natcher
Cameron	Hawkins	Nedzi
Carey	Hays	Nix
Chelf	Hechler	O'Brien, N.Y.
Clancy	Henderson	O'Hara, Ill.
Clausen,	Herlong	O'Hara, Mich.
Don H.	Hollifield	O'Konski
Cleveland	Holland	Olsen, Mont.
Cohelan	Horton	Olsen, Minn.
Conte	Ichord	O'Neill
Cooley	Jarman	Ostertag
Corbett	Jennings	Patman
Cunningham	Joelson	Patten
Daddario	Johnson, Calif.	Pelly
Daniels	Johnson, Pa.	Pepper
Delaney	Johnson, Wis.	Perkins
Dent	Jonas	Philbin
Dingell	Jones, Mo.	Pickle
Donohue	Karsten	Pike
Downing	Karth	Pirnie
Dulski	Kastenmeier	Poage
Duncan	Kelly	Powell
Dwyer	Kilgore	Price
Edwards	King, Calif.	Pucinski
Elliott	Kirwan	Purcell
Everett	Kluczynski	Randall
Evins	Knox	Reid, N.Y.
Fallon	Kornegay	Reuss
Farbstein	Kunkel	Rhodes, Pa.
Fascell	Kyl	Rich
Feighan	Lennon	Richman
Fino	Libonati	Rivers, S.C.

Roberts, Tex.	Shipley	Tuten
Robison	Shriver	Udall
Rodino	Sibal	Ullman
Rogers, Colo.	Sickles	Van Deerlin
Rogers, Tex.	Siler	Vanik
Rooney, N.Y.	Sisk	Vinson
Rooney, Pa.	Skubitz	Watson
Roosevelt	Slack	Watts
Rosenthal	Smith, Iowa	Weaver
Roudebush	Staebler	Whalley
Roush	Steed	White
Roybal	Stephens	Wickersham
Rumsfeld	Stinson	Willis
Ryan, Mich.	Stratton	Wilson,
Ryan, N.Y.	Stubblefield	Charles H.
St. Onge	Taylor	Wright
Schenck	Teague, Tex.	Wydler
Schweiker	Thomas	Young
Schwengel	Thompson, N.J.	Zablocki
Secrest	Tollefson	
Senner	Trimble	

NOT VOTING—87

Abbitt	Flynt	Morrison
Alger	Forrester	Pilcher
Aspinall	Gill	Pool
Auchincloss	Gray	Quillen
Avery	Griffiths	Rains
Bass	Hanna	Reifel
Berry	Hardy	Rivers, Alaska
Brademas	Healey	Rostenkowski
Brock	Hébert	St. George
Brooks	Hoffman	St. Germain
Buckley	Hull	Schadeberg
Burton, Calif.	Jones, Ala.	Scott
Casey	Kee	Selden
Celler	Keogh	Sheppard
Clark	Landrum	Sikes
Clawson, Del	Lankford	Smith, Calif.
Corman	Leggett	Snyder
Curtin	Lesinski	Stafford
Davis, Ga.	McIntire	Staggers
Davis, Tenn.	McMillan	Sullivan
Dawson	Martin, Mass.	Talcott
Denton	Martin, Nebr.	Thompson, La.
Derounian	Matsunaga	Thompson, Tex.
Devine	Meador	Toll
Diggs	Michel	Tupper
Dorn	Miller, Calif.	Weltner
Edmondson	Miller, N.Y.	Wilson, Ind.
Ellsworth	Montoya	Younger
Finnegan	Morris	

So the motion to recommit was rejected.

The Clerk announced the following pairs:

On this vote:

Mr. Smith of California for, with Mr. Brock against.

Mr. Auchincloss for, with Mr. Stafford against.

Mr. Selden for, with Mr. Keogh against.

Mr. Alger for, with Mr. Ellsworth against.

Mr. Schadeberg for, with Mr. Younger against.

Mr. Hoffman for, with Mr. Tupper against.

Mr. Michel for, with Mr. Martin of Massachusetts against.

Until further notice:

Mr. Sikes with Mr. Meador.

Mr. Hébert with Mr. Quillen.

Mr. Morrison with Mr. Martin of Nebraska.

Mr. Thompson of Louisiana with Mr. Berry.

Mr. Gary with Mr. Del Clawson.

Mr. Rivers of Alaska with Mr. Derounian.

Mr. Rostenkowski with Mrs. St. George.

Mr. Davis of Georgia with Mr. Reifel.

Mr. Weltner with Mr. Curtin.

Mr. Aspinall with Mr. Devine.

Mr. Brademas with Mr. Wilson of Indiana.

Mr. Hardy with Mr. Snyder.

Mr. Hull with Mr. McIntire.

Mr. Miller of California with Mr. Avery.

Mr. Matsunaga with Mr. Dawson.

Mr. Brooks with Mr. Buckley.

Mr. Casey with Mr. Celler.

Mr. Rains with Mr. Hanna.

Mr. Toll with Mr. Staggers.

Mrs. Sullivan with Mr. Thompson of Texas.

Mr. Burton of California with Mr. Clark.

Mr. Corman with Mr. Davis of Tennessee.

Mr. Denton with Mr. Diggs.

Mr. Edmondson with Mr. Finnegan.

Mr. Leggett with Mr. Jones of Alabama.

Mr. Landrum with Mr. Lankford.

Mr. Montoya with Mr. Pilcher.

Mr. Flynt with Mr. St Germain.
Mr. Scott with Mr. Sheppard.
Mr. Dorn with Mr. Healey.
Mr. Pool with Mr. Lesinski.
Mr. Abbitt with Mrs. Kee.
Mr. Gill with Mr. Bass.
Mrs. Griffiths with Mr. Morris.
Mr. Forrester with Mr. McMillan.

Messrs. CAMERON, WILLIS, BRAY, and GLENN changed their vote from "yea" to "nay."

Messrs. ROBERTS of Alabama and VAN PELT changed their vote from "nay" to "yea."

The result of the vote was announced as above recorded.

The SPEAKER. The question is on the conference report.

Mr. GOODELL. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The question was taken, and there were—yeas 320, nays 20, answered "present" 2, not voting 88, as follows:

[Roll No. 269]

YEAS—320

Abele	Derwinski	Hosmer
Adair	Dingell	Ichord
Addabbo	Dole	Jarman
Albert	Donohue	Jennings
Anderson	Dowdy	Jensen
Andrews,	Downing	Joelson
N. Dak.	Dulski	Johnson, Calif.
Arends	Duncan	Johnson, Pa.
Ashley	Dwyer	Johnson, Wis.
Ashmore	Edwards	Jonas
Ayres	Elliott	Jones, Mo.
Baker	Everett	Karsten
Baldwin	Evins	Karsten
Baring	Fallon	Kastenmeyer
Barrett	Farbsteln	Keith
Barry	Fascell	Kelly
Bates	Feighan	Kilgore
Battin	Fino	King, Calif.
Becker	Fisher	King, N.Y.
Beckworth	Flood	Kirwan
Beermann	Fogarty	Kluczynski
Belcher	Ford	Knox
Bell	Foreman	Kornegay
Betts	Fountain	Kunkel
Biatnik	Fraser	Kyl
Boggs	Frelinghuysen	Laird
Boland	Friedel	Langen
Bolling	Fulton, Pa.	Latta
Boiton,	Fulton, Tenn.	Lennon
Frances P.	Fuqua	Libonati
Boiton,	Gallagher	Lindsay
Oliver P.	Garmatz	Lipscomb
Bonner	Gary	Lloyd
Bow	Gathings	Long, La.
Bray	Gialmo	Long, Md.
Bromwell	Gibbons	McClary
Broomfield	Gilbert	McCulloch
Brotzman	Glenn	McDade
Brown, Calif.	Gonzalez	McDowell
Brown, Ohio	Goodling	McFall
Broyhill, N.C.	Grabowski	McLoskey
Broyhill, Va.	Gray	Macdonald
Burke	Green, Oreg.	MacGregor
Burkhalter	Green, Pa.	Madden
Burleson	Gross	Mahon
Burton, Utah	Grover	Mailliard
Byrne, Pa.	Gubser	Marsh
Byrnes, Wis.	Gurney	Martin, Calif.
Cahill	Hagan, Ga.	Mathias
Cameron	Hagen, Calif.	Matthews
Carey	Hall	May
Cederberg	Halleck	Milliken
Chamberlain	Halpern	Mills
Chelf	Hansen	Minish
Chenoweth	Harding	Minshall
Clausen,	Harris	Monagan
Don H.	Harrison	Moore
Cleveland	Harsha	Moorhead
Cohelan	Harvey, Ind.	Morgan
Collier	Harvey, Mich.	Morse
Conte	Hawkins	Morton
Cooley	Hays	Mosher
Corbett	Healey	Moss
Cramer	Hechler	Multer
Cunningham	Henderson	Murphy, Ill.
Curtis	Herlong	Murphy, N.Y.
Daddario	Hoeven	Murray
Dague	Holifield	Natcher
Daniels	Holland	Nedzi
Delaney	Horan	Neisen
Dent	Horton	O'Brien, N.Y.

O'Hara, Ill.
O'Hara, Mich.
O'Konski
Olson, Mont.
Olson, Minn.
O'Neill
Osmers
Ostertag
Patman
Patten
Pelly
Pepper
Perkins
Philbin
Pickle
Pike
Pillion
Pirnie
Poage
Poff
Powell
Price
Pucinski
Purcell
Quie
Randall
Reid, Ill.
Reid, N.Y.
Reuss
Rhodes, Ariz.
Rhodes, Pa.
Rich
Riehlman
Rivers, S.C.
Roberts, Ala.
Roberts, Tex.
Robison
Rodino

Rogers, Colo.
Rogers, Fla.
Rogers, Tex.
Rooney, N.Y.
Rooney, Pa.
Roosevelt
Rosenthal
Roudebush
Roush
Roybal
Rumsfeld
Ryan, Mich.
Ryan, N.Y.
St. Onge
Schenck
Schneebeil
Schweiker
Schwengel
Secrest
Senner
Shipley
Shriver
Sibal
Sickles
Siler
Sisk
Skubitz
Slack
Smith, Iowa
Smith, Va.
Springer
Staebler
Steed
Stephens
Stinson
Stratton
Stubblefield
Taft

Teague, Calif.
Thomas
Thompson, N.J.
Thomson, Wis.
Tollefson
Trimble
Tuck
Tuten
Udall
Ullman
Utt
Van Deerlin
Vanik
Van Pelt
Vinson
Waggoner
Wallhauser
Watson
Watts
Weaver
Westland
Whalley
Wharton
White
Whitener
Wickersham
Widnall
Willis
Wilson, Bob
Wilson,
Charles H.
Wright
Wyder
Wyman
Young
Zablocki

Mr. Rivers of Alaska with Mr. Snyder.
Mr. Weltner with Mr. Meader.
Mr. Brademas with Mr. Auchincloss.
Mr. Hull with Mr. Del Clawson.
Mr. Rostenkowski with Mr. Ellsworth.
Mr. Aspinall with Mr. Willson of Indiana.
Mr. Davis of Georgia with Mr. Stafford.
Mr. Edmondson with Mr. Younger.
Mr. Leggett with Mr. Hoffman.
Mr. Scott with Mr. Reifel.
Mr. Matsunaga with Mr. Martin of Nebraska.

Mr. Staggers with Mr. Smith of California.
Mr. Miller of California with Mr. Tupper.
Mr. St Germain with Mr. Derounian.
Mr. Denton with Mr. Avery.
Mr. Grant with Mr. Devline.
Mr. Hanna with Mr. Michel.
Mr. Rains with Mr. McIntire.
Mr. Thompson of Texas with Mr. Martin of Massachusetts.

Mrs. Griffiths with Mr. Sheppard.
Mr. Montoya with Mr. Nix.
Mr. Brooks with Mr. Buckley.
Mr. Burton of California with Mr. Casey.
Mr. Jones of Alabama with Mr. Celler.
Mr. Clark with Mr. Dawson.
Mr. Morris with Mr. Diggs.
Mr. Pool with Mr. Davis of Tennessee.
Mr. Pilcher with Mr. Lesinski.
Mr. Landrum with Mr. Lankford.
Mr. Abbitt with Mrs. Kee.
Mr. Flynt with Mr. Finnegan.
Mr. Gill with Mr. Dorn.
Mr. Corman with Mr. McMillan.
Mrs. Sullivan with Mr. Bass.
Mr. Taylor with Mr. Forrester.

Mr. GOODELL. Mr. Speaker, I have a live pair with the gentleman from Wisconsin [Mr. SCHADEBERG]. If he were present he would have voted "yea." I was recorded as voting "nay." I therefore withdraw my vote and vote "present."

Mr. KILBURN. Mr. Speaker, I have a live pair with the gentleman from California [Mr. TALCOTT]. If he were present he would have voted "yea." I voted "nay." I therefore withdraw my vote and vote "present."

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

GENERAL LEAVE TO EXTEND

Mr. POWELL. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks on the conference report just agreed to.

The SPEAKER. Is there objection to the request of the gentleman from New York?

There was no objection.

FURTHER MESSAGE FROM THE SENATE

A further message from the Senate by Mr. Arrington, one of its clerks, announced that the Senate had passed, with amendments in which the concurrence of the House is requested, a bill of the House of the following title:

H.R. 12633. An act making supplemental appropriations for the fiscal year ending June 30, 1965, and for other purposes.

The message also announced that the Senate insists upon its amendments to the foregoing bill, requests a conference with the House on the disagreeing votes

NAYS—20

Abernethy
Andrews, Ala.
Ashbrook
Bennett, Fla.
Bruce
Clancy
Colmer

Findley
Griffin
Haley
Huddleston
Hutchinson
Johansen
Passman

Saylor
Short
Teague, Tex.
Whitten
Williams
Winstead

ANSWERED "PRESENT"—2

Goodell
Kilburn

NOT VOTING—88

Abbltt	Flynt	Nix
Alger	Forrester	Pilcher
Aspinall	Gill	Pool
Auchincloss	Grant	Quillen
Avery	Griffiths	Rains
Bass	Hanna	Reifel
Berry	Hardy	Rivers, Alaska
Brademas	Hébert	Rostenkowski
Brock	Hoffman	St. George
Brooks	Hull	St Germain
Buckley	Jones, Ala.	Schadeberg
Burton, Calif.	Kee	Scott
Casey	Keogh	Selden
Celler	Landrum	Sheppard
Clark	Lankford	Sikes
Clawson, Del	Leggett	Smith, Calif.
Corman	Lesinski	Snyder
Curtin	McIntire	Stafford
Davis, Ga.	McMillan	Staggers
Davis, Tenn.	Martin, Mass.	Sullivan
Dawson	Martin, Nebr.	Talcott
Denton	Matsunaga	Taylor
Derounian	Meader	Thompson, La.
Devine	Michel	Thompson, Tex.
Diggs	Miller, Calif.	Toll
Dorn	Miller, N.Y.	Tupper
Edmondson	Montoya	Weltner
Ellsworth	Morris	Wilson, Ind.
Finnegan	Morrison	Younger

So the conference report was agreed to.

The Clerk announced the following pairs:

On this vote:

Mr. Keogh for, with Mr. Selden against.
Mr. Schadeberg for, with Mr. Goodell against.

Mr. Talcott for, with Mr. Kilburn against.

Until further notice:

Mr. Hébert with Mrs. St. George.
Mr. Toll with Mr. Curtin.
Mr. Sikes with Mr. Quillen.
Mr. Hardy with Mr. Brock.
Mr. Thompson of Louisiana with Mr. Alger.
Mr. Morrison with Mr. Berry.

of the two Houses thereon, and appoints Mr. PASTORE, Mr. HOLLAND, Mr. HAYDEN, Mr. RUSSELL, Mr. ELLENDER, Mr. McCLELLAN, Mr. MONRONEY, Mr. BARTLETT, Mr. YOUNG of North Dakota, Mr. SALTONSTALL, Mr. MUNDT, and Mrs. SMITH to be the conferees on the part of the Senate.

The message also announced that the Senate had passed, with amendments in which the concurrence of the House is requested, a bill of the House of the following title:

H.R. 11812. An act making appropriations for foreign assistance and related agencies for the fiscal year ending June 30, 1965, and for other purposes.

COMMITTEE ON FOREIGN AFFAIRS

Mr. MORGAN. Mr. Speaker, I ask unanimous consent that the managers on the part of the House have until midnight to file a conference report on the bill H.R. 11380.

The SPEAKER. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

Mr. HALLECK. Mr. Speaker, I am not sure that I heard the request altogether. May I suggest that the gentleman also ask unanimous consent that if the report cannot be filed until tomorrow, it be in order to take it up tomorrow.

Mr. MORGAN. Mr. Speaker, I ask unanimous consent that if the report is not filed by midnight, it be in order to take it up tomorrow.

The SPEAKER. Is there objection to the request of the gentleman from Pennsylvania?

Mr. GROSS. Reserving the right to object, Mr. Speaker, I would think that that last motion or request could be taken up tomorrow rather than tonight. I would be constrained to object to the second request. Let us see how things move tomorrow.

Mr. HALLECK. Mr. Speaker, will the gentleman yield to me?

Mr. GROSS. Yes, I am glad to yield to the gentleman from Indiana.

Mr. HALLECK. I must say that I am very sorry that the gentleman has seen fit to interpose an objection.

I have discussed this matter with many people interested in it on the Foreign Affairs Committee and many people who are interested in disposing of the matter so that we can expedite the adjournment of the Congress.

If the gentleman insists on his objection—of course, that is his right—I am sorry he has seen fit to do so.

Mr. GROSS. Mr. Speaker, let the RECORD show that I did not say that I would object tomorrow to the same kind of request, but I do object to the request tonight, Mr. Speaker, to the second part of the request which was made.

The SPEAKER. Objection is heard. That is the part of the request for which unanimous consent is pending before the House.

CONFERENCE REPORT (H. REPT. NO. 1925)

The committee of conference on the disagreeing votes of the two Houses on the amendments of the Senate to the bill (H.R. 11380) to amend further the Foreign Assistance Act of 1961, as amended, and for other purposes, having met, after full and free con-

ference, have agreed to recommend and do recommend to their respective Houses as follows:

That the Senate recede from its amendments numbered 1, 3, 4, 9, 10, 11, 13, 14, 16, 18, 19, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 34, 36, 37, 38, 41, 45, 46, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, and 60.

That the House recede from its disagreement to the amendments of the Senate numbered 6, 7, 33, 44, and 52, and agree to the same.

Amendment numbered 2:

That the House recede from its disagreement to the amendment of the Senate numbered 2, and agree to the same with an amendment as follows:

In lieu of the matter proposed to be inserted by the Senate amendment insert the following:

"TITLE I—DEVELOPMENT LOAN FUND

"SEC. 101. Section 201(d) of the Foreign Assistance Act of 1961, as amended, which relates to the Development Loan Fund, is amended as follows:

"(a) Strike out 'Foreign Assistance Act of 1963' and substitute 'Foreign Assistance Act of 1964'.

"(b) Strike out '2 per centum' and substitute '2½ per centum'.

"(c) Strike out 'three-fourths of 1 per centum' and substitute '1 per centum'."

And the Senate agree to the same.

Amendment numbered 5: That the House recede from its disagreement to the amendment of the Senate numbered 5, and agree to the same with an amendment as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "102;" and the Senate agree to the same.

Amendment numbered 8: That the House recede from its disagreement to the amendment of the Senate numbered 8, and agree to the same with an amendment as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "103;" and the Senate agree to the same.

Amendment numbered 12: That the House recede from its disagreement to the amendment of the Senate numbered 12, and agree to the same with an amendment as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "104;" and the Senate agree to the same.

Amendment numbered 15: That the House recede from its disagreement to the amendment of the Senate numbered 15, and agree to the same with an amendment as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "105;" and the Senate agree to the same.

Amendment numbered 17: That the House recede from its disagreement to the amendment of the Senate numbered 17, and agree to the same with an amendment as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "106;" and the Senate agree to the same.

Amendment numbered 20: That the House recede from its disagreement to the amendment of the Senate numbered 20, and agree to the same with an amendment, as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "108;" and the Senate agree to the same.

Amendment numbered 23: That the House recede from its disagreement to the amendment of the Senate numbered 23, and agree to the same with an amendment, as follows:

Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert to following: "108"; and the Senate agree to the same.

Amendment numbered 32: That the House recede from its disagreement to the amendment of the Senate numbered 32, and agree to the same with amendments as follows:

On page 8, line 2, of the Senate engrossed amendments strike out "(e)" and insert: "(g)"

On page 8, line 5, of the Senate engrossed amendments strike out "articles" and insert: "article having a value in excess of \$100,000"

On page 8, line 16, of the Senate engrossed amendments strike out "articles" and insert: "article"

And the Senate agree to the same.

Amendment numbered 35: That the House recede from its disagreement to the amendment of the Senate numbered 35, and agree to the same with an amendment, as follows: On page 10, line 2, of the Senate engrossed amendments strike out "(b)" and insert: "(a)"; and the Senate agree to the same.

Amendment numbered 39: That the House recede from its disagreement to the amendment of the Senate numbered 39, and agree to the same with an amendment as follows: In lieu of the matter proposed to be inserted by the Senate amendment insert the following:

"(d) Amend subsection 620(e), relating to expropriations and other similar matters, as follows:

"(1) After '(e)' insert '(1)'.

"(2) Redesignate subparagraphs (1), (2), and (3) of the first paragraph as subparagraphs (A), (B), and (C), respectively.

"(3) Strike out 'paragraphs (1), (2), or (3)' and substitute 'subparagraphs (A), (B), or (C) of paragraph (1)'.

"(4) At the end of such subsection add the following new paragraph (2):

"(2) Notwithstanding any other provision of law, no court in the United States shall decline on the ground of the Federal act of state doctrine to make a determination on the merits giving effect to the principles of international law in a case in which a claim of title or other right is asserted by any party including a foreign state (or a party claiming through such state) based upon (or traced through) a confiscation or other taking after January 1, 1959, by an act of that state in violation of the principles of international law, including the principles of compensation and the other standards set out in this subsection: *Provided*, That this subparagraph shall not be applicable (1) in any case in which an act of a foreign state is not contrary to international law or with respect to a claim of title or other right acquired pursuant to an irrevocable letter of credit of not more than 180 days' duration issued in good faith prior to the time of the confiscation or other taking, or (2) in any case with respect to which the President determines that application of the act of state doctrine is required in that particular case by the foreign policy interests of the United States and a suggestion to this effect is filed on his behalf in that case with the court, or (3) in any case in which the proceedings are commenced after January 1, 1966."

And the Senate agree to the same.

Amendment numbered 40: That the House recede from its disagreement to the amendment of the Senate numbered 40, and agree to the same with an amendment as follows: Strike out the matter proposed to be stricken out and in lieu of the matter proposed to be inserted by the Senate amendment insert the following: "(e)"; and the Senate agree to the same.

Amendment numbered 42: That the House recede from its disagreement to the amendment of the Senate numbered 42, and agree to the same with an amendment as follows:

Digest of CONGRESSIONAL PROCEEDINGS

OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE
Washington, D. C. 20250
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U. S. Department of Agriculture

OFFICE OF
BUDGET AND FINANCE

(For information only;
should not be quoted
or cited)

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88th-2nd; Nos. 190
and 191

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HIGHLIGHTS: Both Houses concurred in modified supplemental appropriation bill. Both Houses agreed to conference report on foreign aid authorization bill. House concurred in Senate amendments to foreign aid appropriation bill. House passed forest roads and trails bill.

SENATE - Oct. 2

received (H. Rept. 1928) and

1. SUPPLEMENTAL APPROPRIATION BILL, 1965. Both Houses/agreed to the conference report on this bill, H. R. 12633, and acted on all amendments in disagreement, except for one Senate amendment regarding student education loans (pp. 22921-23, 23059-60). Attached to this Digest is a summary table showing items for this Department. The bill also includes items for the National Commission on Food Marketing; National Commission on Technology, automation, and Economic Progress; Office of Water Resources Research; Public Land Law Review Commission; Appalachian Regional Commission; and claims and judgments.
2. FOREIGN AID. Both Houses agreed to the conference report on H. R. 11380, the foreign aid authorization bill (pp. 22765-73, 22847-51). This bill will now be sent to the President. See Digest 189 for items of interest.
Sen. Hayden inserted a table showing foreign aid appropriations for fiscal year 1965. pp. 23074-5
3. NATURAL RESOURCES. Sen. Morse reviewed and criticized the organization of natural resource activities in the Federal Government and urged the establishment of a Department of Natural Resources. pp. 22837-40
4. FARM LABOR. Sen. Kuchel reviewed farm labor problems in Calif. and urged action to extend the Mexican farm labor program. pp. 23075-87
5. CONSERVATION. Sen. Allott commended the enactment of conservation legislation during the 88th Congress and inserted an address by Sen. Hruska supporting conservation measures. p. 22703
6. FOREIGN TRADE. Sen. Mansfield inserted an address by a vice president of Pan American World Airways, "The Fruits of Sound Trade Policies." pp. 22714-6
7. EDUCATION. Agreed to the Conference report on S. 3060, to extend and amend the National Defense Education Act of 1958 and laws providing aid to schools in federally impacted areas. This bill will now be sent to the President. pp. 22728-47
8. ELECTRIFICATION. Sen. Metcalf inserted resolutions of the National Farmers Union supporting water resource development projects and public power projects. pp. 22756-7
9. LEGISLATIVE ACCOMPLISHMENTS. Sens. Mansfield, Javits, and Dirksen inserted summaries of legislative accomplishments, including those relating to agriculture. pp. 22760-1, 23034-9, 23061-69

HOUSE - Oct. 2

10. FOREIGN AID. Concurred in Senate amendments to H. R. 11812, the foreign aid appropriation bill for 1965. This bill will now be sent to the President. pp. 22943-5
11. FOREST ROADS AND TRAILS. Passed without amendment S. 1147, to enable the Secretary of Agriculture to construct and maintain an adequate system of roads and trails for the national forests. This bill will now be sent to the President. p. 22866

of now, to make the Republican Party a party which supports freedom, justice, and constitutional government.

"It will be," said the Senator from South Carolina, a man who may, as he spoke, have recalled his long military service including the Normandy Invasion with the 82d Airborne Division, "a long and hard struggle, with many battles to be fought.

"At this time," said Mr. THURMOND, "one objective takes precedence over all others—electing BARRY GOLDWATER President."

What anguish and self-probing involved STROM THURMOND's decision to take his course is anybody's guess, but long associations are not quickly cast aside in the part of the country he comes from—nor are far-reaching decisions such as this arrived at lightly, with a mere wave of the hand.

Particularly in a case such as this where the individual concerned not only has been elected thrice to the Senate under the party's banner he now has cast aside, but also as part of a long political career beginning as a county superintendent of schools, county attorney, State senator, and Governor of his State.

For one should read STROM THURMOND's record while at the same time hearing these words of his speech: "It has been wisely said that 'for evil to triumph, it is only necessary that good men do nothing.'"

"Particularly," said he, "is this true in time of crisis. Seldom before in the history of our Nation have we faced so great a crisis."

What is this crisis that the Senator from South Carolina, the former county superintendent of schools, prosecutor, State senator, judge, Governor, soldier, major general in the Army Reserve—what crisis is he considering? "The Democratic Party has abandoned the people.

"It has turned its back on the spiritual values and political principles which have brought us the blessings of freedom under God and a bountiful prosperity.

"It has breached the trust reposed in it by the people.

"It has repudiated the Constitution of the United States.

"It is leading the evolution of our Nation to a socialist dictatorship."

Those are stern indictments. But there are others, from the schoolman-prosecutor-legislator-Governor-general, from South Carolina.

"The Democratic Party has forsaken the people to become the party of minority groups, power-hungry union leaders, political bosses, and big businessmen looking for Government contracts and favors."

And on and on: Distorted the truth, allowed a subcabinet official to defend the administration's "right to lie" and remain in office unrebuked, invaded the private lives of individuals by employing coercion and intimidation; rammed through Congress unconstitutional and oppressive legislation; encouraged lawlessness, civil unrest and mob action; "violated its trust by using the power of Government to suppress information on scandals and corruption of its leaders in Government and party offices;" has succored our Communist enemies through trade and aid; has followed a policy of weakness, indecision, and accommodation in dealing with those same Communist enemies.

It has faltered twice at the threshold of victory over the Communist enemy; sent our youth into a war while refusing to call it a war, at the same time asking of this youth that it risk its lives without providing adequate equipment or the will to victory.

"The Democratic Party now worships at the throne of materialism." And so on.

There was one brief glimmer of soul-searching that took place here.

"To my friends" said STROM THURMOND, "who have conscientiously advised me against this step, because of a sincere belief that I could best serve the country by fol-

lowing a course designed to keep myself in office. I can only say that I fully realize the political risk involved in this step and that my chances for reelection might, because of this step, go down into oblivion.

"But in the final analysis," said he, "I can only follow the course which, in my heart and conscience, I believe to be in the best interest of our State, our country and the freedom of our people.

"I have chosen this course," concluded the Senator from South Carolina, "because I cannot consider any risks in a cause which I am convinced is right."

THE SUPREME COURT IS DEFYING THE PEOPLE ON APPORTIONMENT

Mr. CARLSON, Mr. President, the distinguished minority leader, the Senator from Illinois [Mr. DIRKSEN], recently wrote an article entitled "The Supreme Court Is Defying the People," which was published in a recent issue of the Saturday Evening Post.

This article is a factual and frank discussion of some of the problems confronting the Nation at the present time as a result of the Supreme Court decision.

I ask unanimous consent to have the article printed in the RECORD.

There being no objection, the article was ordered to be printed in the RECORD, as follows:

THE SUPREME COURT IS DEFYING THE PEOPLE
(By Senator EVERETT MCKINLEY DIRKSEN)

(NOTE.—A GOP leader sees legislative chaos and threat of judicial dictatorship in the High Court's rulings on how States must govern themselves.)

Have we reached the point where the preamble to the Constitution, which now reads "We, the people . . . do ordain and establish this Constitution," has been changed to read "We the Supreme Court do hereby decree a new form of government for the people of the United States"? Have we permitted the Court to constitute itself an authority supreme and contrary to the expressed will of the people?

There is a grave danger that we have. On June 15 of this year, six members of the U.S. Supreme Court took what may prove to be the longest step toward creating a judicial dictatorship in this country. They did it by decreeing that the legislatures established by the people in the States of Alabama, Colorado, Delaware, Maryland, New York, and Virginia were null and void, and they dictated the form of legislative government which the people of these States must accept.

The Supreme Court proclaimed that it was acting to enhance democracy and to abolish inequities between the city dweller and his country cousin. Moreover, they have sold us this decision with the alluring slogan of "one man, one vote," a concept which is beautifully democratic in the abstract. But the States of the Nation are not governed abstractly. For 188 years they have been governed by a realistic system of legislative compromise, which recognizes the diverse interests of a diverse people. Now, suddenly, the Supreme Court says it is wrong.

The form of legislature the High Court declared null and void is in effect today in every State in the Union. It is the same form of representation which was adopted by the Thirteen Colonies when they threw off the yoke of the English kings. Basically, it is a legislature composed either of two houses, one house based upon population and another house based upon area, or of one house based

upon both population and area. The men and women of the Colonies fought, bled, and died for the right to establish State governments of their choice. This was the choice they made.

Then, a decade later, they met in constitutional convention in Philadelphia. There they forged the provisions of the Federal Constitution on the anvil of experience, hammering out the solutions to the problems of fair representation for all. Even at that time there were rural areas and populous areas, each with diverse and legitimate interests. It was only natural that the sparsely settled and less affluent States should fear the power of the rich and strong. After much debate, this truly vexing problem was solved by a historic compromise. Today we have the handiwork of that solution, the Congress, a legislative body of two Houses, one of which is based on population and the other upon State boundaries.

That was the will of the people in those times, and that has been the will of the people since, as new States have been added to our Union, each one embodying the same principle in its own State constitution. But that is not the will of six men on the Supreme Court. Let us look at how they have ordered the people of this country to refashion their State legislatures.

It all began 2 years ago in the case of *Baker v. Carr*, which came to the Supreme Court from Tennessee. For the first time, the Court held it had the final authority over the composition of the State legislatures. Now in the six cases recently decided, the Court used that newly assumed authority in an extraordinary way. The judges decreed that the 14th amendment, which was adopted in 1868, requires both houses of any State legislature to be apportioned on the basis of population alone. Moreover, it directed the lower Federal courts to put this new decree into practice through orders at the State level.

In Colorado, after the *Baker v. Carr* decision, the people of that State in 1962 had voted almost 2 to 1 to approve a plan to overhaul their legislature. Yet the Supreme Court refused to accept the plan approved by the people, and Colorado was given only 2 weeks to find a new solution. A specially called general assembly attempted to comply and adopted a new apportionment plan. Then the State Supreme Court of Colorado declared that plan to be unconstitutional. Today the citizens of Colorado do not know what they can do and—in view of all these facts—who can blame them?

In New York the supreme court not only ordered reapportionment but before it was through it had set new terms of office for members of the general assembly. The New York constitution provides for 2-year terms for its legislators, but it has been decreed that those elected this fall shall serve for only 1 year. Then there is to be a second election, and members are to be elected for another year. Then there is to be still a third election, when lawmakers are to be named to a regular term.

An even more appalling situation has been created in Oklahoma. There a three-judge Federal court has taken upon itself the role of reconstituting the State legislature. The court began by declaring invalid a portion of the State constitution and election laws. The State passed a new election law and proposed a constitutional amendment to remedy the defects. Then, in May of this year, the voters of Oklahoma approved the amendment to the State constitution and elected representatives under the new election law. Now the court has declared that amendment and election null and void and ordered new elections based on its own legislative formula—contrary to that approved by the people of Oklahoma.

I learned long ago that the people are the fountainhead of all power in this country.

In Colorado and Oklahoma, as well as several other States, the people have acted decisively, but the Federal judges will not accept the result. They say that they represent some higher power to determine the form of our State governing bodies, which is a mistaken and dangerous notion.

Certainly in any representative government there exists a fundamental right in the people to determine how their legislatures shall be constituted. Yet according to the powerful dissenting opinion of Associate Justice John Marshall Harlan, the Supreme Court majority has now declared it to be unconstitutional for a State to give effective consideration to any of the following factors in establishing its legislative districts:

1. History;
2. "Economic or other sorts of group interests";
3. Geographical considerations;
4. Area;
5. A desire "to insure effective representation for sparsely settled areas";
6. "Availability of access of citizens to their representatives";
7. Theories of bicameralism (except those approved by the court);
8. Occupation;
9. "An attempt to balance urban and rural power";
10. The preference of a majority of voters in the State.

In this, the court would blindly disregard the facts of nature as well as the basic principles of representative government. A businessman in Garber, Okla., whose State legislator used to live in nearby Enid, may now have to travel to Oklahoma City to ask for the improvement of a bridge or complain about the condition of a road. A rancher or miner near Duncan, Ariz., could discover that his only representative lives in Tucson, a burgeoning electronics-and-space center with problems completely dissimilar to those at home. In my own home State, voters in sparsely settled southern Illinois may find they must go 150 miles to locate the nearest State legislator.

THE SUPREME COURT

It is a tragic misreading of the history and the temper of our Nation to say that such practical matters have no place in Government. No one appreciated this more than the present Chief Justice of the United States, when he was still the Governor of California. In 1948, commenting on the problem of representation, he stated that:

"The agricultural communities of California are far more important in the life of our State than the relationship their population bears to the entire population of the State. It is for this reason that I never have been in favor of restricting their representation in our State senate to a strictly population basis. It is the same reason that the Founding Fathers of our country gave balanced representation to the States of the Union, equal representation in one house and proportionate representation based upon population in the other."

That was sound doctrine then, and it is sound doctrine now. For the forces of our national life are not brought to bear on public questions solely in proportion to the weight of numbers. If they were, the 6 million citizens of the Chicago area would hold sway in the Illinois Legislature without consideration of the problems of their 4 million fellows who are scattered in 100 other counties. Under the Court's new decree, California could be dominated by Los Angeles and San Francisco; Michigan by Detroit; New York State by the five boroughs of New York City; and Pennsylvania by Philadelphia and Pittsburgh.

Let us look at a specific application of the problem. It is a fundamental rule of government that "the power to tax is the power to destroy." The patriots of Boston recog-

nized this when they rebelled against the ruinous taxes levied by George III. Consequently our forefathers safeguarded the exercise of the taxing power by providing that Congress would control the Federal purse. They provided that all revenue measures must originate in the House of Representatives, where each Member must be elected every 2 years.

At the same time, the rights of each State, large or small, were protected by the requirement that such measures must also win approval in the U.S. Senate.

The Court now proposes to deny similar protection to many of the citizens of the States. In turning control of the State legislatures over to the cities, the Court is giving to the city bosses the power to tax and with it the power to destroy. For it is the city boss who often controls the nomination and election of representatives to the State legislature. The result can be foreseen. Just as all roads led to Rome 2,000 years ago, with tribute and tax revenues flowing to the Eternal City, so today we are confronted with a parallel as a result of the Court's decisions. In place of helmeted soldiers going forth from Rome to collect the tax and bring it to the emperor, we are now to be confronted with political minions surging forth from the controlling city machine to levy, collect and bring back the revenue to be used to perpetuate and further the grandeur and power of that machine.

The city machine will determine where the roads will be built, where the school funds will go, where the police protection will be provided, where the welfare funds will flow. All this and more will be determined and distributed by the city machine. Is this the representative type of government that the Court refers to? Is this really protection of the urban voters?

These are some of the problems which must have been in the mind of Governor Warren in 1948, but strangely they do not have the same impact for Chief Justice Warren. Nevertheless, the viewpoint which he expressed so well in earlier days is now on the lips of many thoughtful citizens. And they wonder what can be done to prevent the damage and disorganization which would inevitably flow from the Supreme Court's latest rulings.

The basic step we must take is a constitutional amendment to make certain that the people themselves, and not the Federal courts, have the final voice in the makeup of their own State legislatures. I have prepared such an amendment, and it has already been cosponsored by about one-quarter of the U.S. Senate. My proposal, which would be the 24th amendment to the Constitution, declares:

First, that the citizens of each State shall have exclusive power to determine the composition of its legislature and the apportionment of the membership thereof.

Second, that this power shall not be infringed or its exercise subject to review in any Federal court.

Third, that at least one house of each legislature must be apportioned on the basis of population as determined by the Federal census, or in the case of a unicameral legislature, that population shall be one of the determining factors of legislature apportionment.

DEBATE IS A LABORATORY

It might take at least 2 years for the adoption of this constitutional amendment. It would be proposed by Congress and must be ratified by three-quarters of the States. Such an amendment would demand careful consideration in every forum. There must be hearings and testimony. The language must be tested in the laboratory of debate.

Thus we have a second problem. We must have immediate action to prevent our State governments from being turned inside out

while we are engaged in the slow, thorough process of submitting a constitutional amendment.

Realizing this, I proposed a statute to stay the action of the Federal courts upon the request of a State or its people. A version of this proposal was approved by the Judiciary Committee of the U.S. Senate by a vote of 10 to 2. In order to get action this year, before untold harm is done by judicial rulings, I attached the substance of this legislation to the foreign aid bill as an amendment. I chose that bill because it was the only one remaining on the "must list" to reach the desk of the President for signature before Congress can finally go home.

Some have criticized the choice of the foreign aid bill to carry this emergency amendment, but I believe it is altogether fitting and proper. One of the purposes of our vast aid program is to promote democratic government beyond our shores. My amendment seeks time to preserve it at home. The people of America themselves—not six judges of the Supreme Court—must be permitted to decide this momentous issue of State representation. If the foreign aid bill helps to win us that time, it will have redeemed, in this case, its own democratic promise—but in a manner that none of us could ever have predicted or foreseen.

AMENDMENT OF NATIONAL DEFENSE EDUCATION ACT OF 1958— CONFERENCE REPORT

Mr. MORSE. Mr. President, I rise to present a privileged matter.

I submit a report of the committee of conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress—federally affected areas. I ask unanimous consent for the present consideration of the report.

The PRESIDING OFFICER. The report will be read for the information of the Senate.

The legislative clerk read the report.

(For conference report, see House proceedings of September 30, 1964, pp. 22438-22441, CONGRESSIONAL RECORD.)

The PRESIDING OFFICER. Is there objection to the present consideration of the report?

There being no objection, the Senate proceeded to consider the report.

Mr. MORSE. Mr. President, I am most pleased—

Mr. KUCHEL. Mr. President, will the Senator yield for a question?

Mr. MORSE. I yield.

Mr. KUCHEL. I wonder if the Senator would suggest the absence of a quorum? The Senate is still in the morning hour. I am sure Senators would like to hear my friend's discussion before the conference report is agreed to.

Mr. MORSE. It is satisfactory to me, but I say to the minority whip that I am bringing up the conference report at this time only because the majority leader requested me to bring it up now. I am, however, most willing to wait for the consummation of any morning business Senators may have, but I believe morning business is nearly concluded. I shall be glad to suggest the absence of a quorum.

Mr. President, at the request of the minority whip, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The Chief Clerk proceeded to call the roll.

Mr. MORSE. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. MORSE. Mr. President, I am most pleased to present to the Senate the conference report on S. 3060, titles I through X of which extends, expands, and strengthens the National Defense Education Act of 1958 and title XI of which extends and amends Public Law 815 and Public Law 874, the Federal impact legislation.

Mr. President, at this point in my remarks, I ask unanimous consent that there be printed the report of the committee of conference together with the statement of the managers on the part of the House.

There being no objection, the report of the committee of conference, with the statement of the managers on the part of the House, was ordered to be printed in the RECORD, as follows:

CONFERENCE REPORT (H. REPT. NO. 1916)

The committee of conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the Senate recede from its disagreement to the amendment of the House and agree to the same with an amendment as follows: In lieu of the matter proposed to be inserted by the House amendment insert the following: "That this Act may be cited as the 'National Defense Education Act Amendments, 1964.'"

"TITLE I—AMENDMENTS OF TITLE I

"Amendment of statement of findings

"SEC. 101. The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out 'which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology'.

"Schools of nursing

"SEC. 102. The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by striking out 'private' and by striking out '(3)', and by inserting before the period at the end thereof the following: ', and includes any school of nursing as defined in subsection (1) of this section'.

"Additional definitions

"SEC. 103. Section 103 of such Act is amended by adding at the end thereof the following:

"(1) The term 'school of nursing' means a public or other nonprofit collegiate or associate degree school of nursing.

"(m) The term 'collegiate school of nursing' means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.

"(n) The term 'associate degree school of nursing' means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.

"(o) The term 'accredited' when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education."

"TITLE II—AMENDMENTS OF TITLE II

"Appropriations authorized

"SEC. 201. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out 'and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education' and inserting in lieu thereof '\$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June 30, 1966, \$190,000,000 for the fiscal year ending June 30, 1967, and \$195,000,000 for the fiscal year ending June 30, 1968, and such sums for the fiscal year ending June 30, 1969, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1968, to continue or complete their education'.

"Allotments to States

"SEC. 202. Section 202 of the National Defense Education Act of 1958 is amended by striking out '1965' wherever it appears therein and inserting in lieu thereof '1968'.

"Payment of Federal capital contributions

"SEC. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is further amended by striking out subsection (b) and by striking out '(a)' after 'SEC. 203'.

"Conditions of agreements

"SEC. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

"(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic background; and."

"(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

"Terms of loans

"SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

"(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student."

"(b) (1) Paragraph (1) of subsection (b) of such section 205 is amended to read as follows:

"(1) such a loan shall be made only to a student who (A) is in need of the amount of the loan to pursue a course of study at such institution, and (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study, and (C) has been accepted for enrollment as a student in such institution or, in the case of a student already attending such institution, is in good standing there either as an undergraduate, graduate, or professional student, and (D) is carrying at least one-half the normal full-time academic workload as determined by the institution;."

"(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out 'and (D)' and inserting in lieu thereof the following: '(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)'.

"(3) Subparagraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be canceled for service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service;."

"(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: 'in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)'.

"(c) The amendment made by subsection (a) shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment.

"Distribution of assets from student loan funds

"SEC. 206. Section 206 of the National Defense Education Act of 1958 is amended by striking out '1969' wherever it appears therein and inserting in lieu thereof '1972'.

"TITLE III—AMENDMENTS OF TITLE III

"Extension of title

"SEC. 301. Title III of the National Defense Education Act of 1958 is amended by striking 'TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION' as it appears as the heading of that title, and inserting in lieu thereof:

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS"

"Appropriations authorized"

"SEC. 302. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

"Appropriations authorized"

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$90,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment and for minor remodeling, described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$10,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

"Allotments to States"

"SEC. 303. (a) The second sentence of subsection (a) (2) of section 302 of the National Defense Education Act of 1958 is amended by striking out 'as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959' and inserting in lieu thereof 'between July 1 and August 31 of each even-numbered year beginning with calendar year 1964'.

"(b) The third sentence of such subsection is amended to read as follows: 'Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965.'

"(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out '\$20,000' wherever it appears therein and inserting in lieu thereof '\$50,000'.

"State plans"

"SEC. 304. (a) Clause (A) of section 303 (a) (1) of the National Defense Education Act of 1958 is amended to read as follows: '(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment, and printed and published materials (other than textbooks), suitable for use in providing education in science, mathematics, history, civics, geography, modern foreign language, English, or reading in public elementary or secondary schools, or both, and of testgrading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter, and'.

"(b) Paragraph (5) of section 303(a) is amended by striking out 'and modern foreign languages' and inserting in lieu thereof 'history, civics, geography, modern foreign languages, English, and reading'.

"Payments to States"

"SEC. 305. The second sentence of subsection (b) of section 304 of such Act is amended by striking out 'five' and inserting in lieu thereof 'eight'.

"Interest rates"

"SEC. 306. Paragraph (3) of subsection (b) of section 305 of such Act is amended by

striking out 'as of the last day of the month' and inserting in lieu thereof the following: 'as computed at the end of the fiscal year next'.

"TITLE IV—FELLOWSHIPS"

"SEC. 401. Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:

"Number of fellowships"

"SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed three thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed six thousand such fellowships, and during each of the two succeeding fiscal years, he is authorized to award not to exceed seven thousand five hundred such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years."

"Award of fellowships and approval of institutions"

"SEC. 402. (a) The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958 is amended to read as follows: 'Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one thousand five hundred of such fellowships awarded during the fiscal year ending June 30, 1965, and not less than one-third of such fellowships awarded during the three succeeding fiscal years shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c).' The second sentence of subsection (a) of such section is amended by striking out ', and' at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof.

"(b) Section 403(b) of such Act is amended by striking out 'under this title' and inserting in lieu thereof 'as described in clause (1) of subsection (a)', and by inserting before the period at the end thereof the following: ', and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education'.

"(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

"(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

"(d) No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term 'school or department of divinity' means an institution, or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects."

"(d) The amendments made by this section shall become effective July 1, 1964.

"Fellowship stipends"

"SEC. 403. Section 404(a) of the National Defense Education Act of 1958 is amended

(1) by striking out 'after the baccalaureate degree,' and (2) by adding at the end thereof the following: 'Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents.'

"TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS"

"Appropriations authorized"

"SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out 'and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year,' and inserting in lieu thereof '\$17,500,000 for the fiscal year ending June 30, 1964, \$24,000,000 for the fiscal year ending June 30, 1965, \$24,500,000 for the fiscal year ending June 30, 1966, and \$30,000,000 for each of the two succeeding fiscal years,'.

"State plans"

"SEC. 502. Paragraphs (1) and (2) of section 503(a) of the National Defense Education Act of 1958 are amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

"(2) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions."

"Payments to States"

"SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out 'five' and inserting in lieu thereof 'eight'.

"(b) Section 504(b) of such Act is amended by striking out ', who are not below grade 7,' and by striking out 'six' and inserting in lieu thereof 'nine', and by inserting after 'schools' the first time it appears the following: ', or junior colleges or technical institutes,'.

"Junior colleges and technical institutes"

"SEC. 504. Title V of the National Defense Education Act of 1958 is amended by inserting after section 504 the following new section:

"Definitions"

"SEC. 505. For the purposes of this title, the term "junior colleges or technical institutes" means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor's degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biolog-

ical sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge, and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located.'

"Counseling and guidance training institutes"

"SEC. 505. Section 511 of such Act is amended to read as follows:

"Authorization"

"SEC. 511. (a) There are hereby authorized to be appropriated \$6,250,000 for the fiscal year ending June 30, 1959, \$7,250,000 for the fiscal year ending June 30, 1960, and for each of the eight succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are engaged, or are teachers preparing to engage, in counseling and guidance of students in elementary or in secondary schools or in institutions of higher education, including junior colleges and technical institutes as defined in section 505.

"(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

"TITLE VI—LANGUAGE DEVELOPMENT"

"Extension of title"

"SEC. 601. (a) Section 601 of the National Defense Education Act of 1958 is amended by striking out '1965' wherever it appears therein and inserting in lieu thereof '1968'.

"(b) Section 603 of such Act is amended to read as follows:

"Appropriations authorized"

"SEC. 603. There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, \$16,000,000 for the fiscal year ending June 30, 1967, and \$18,000,000 for the fiscal year ending June 30, 1968, to carry out the provisions of this title."

"Repealer"

"SEC. 602. Effective July 1, 1964, title VI of the National Defense Education Act of 1958 is amended by striking out the center heading 'Part A—Centers and Research and Studies' and by striking out part B thereof.

"TITLE VII—UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES"

"Extension of program"

"SEC. 701. Section 763 of the National Defense Education Act of 1958 is amended by striking out 'six succeeding fiscal years' and inserting in lieu thereof 'nine succeeding fiscal years'.

"TITLE VIII—MISCELLANEOUS"

"State administration"

"SEC. 801. (a) Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended by inserting before the semicolon 'and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports'.

"(b) Subparagraph (3) of such section

1004(a) is amended by inserting before the period at the end thereof '(including such funds paid by the State to the local educational agencies)'.

"Extension of statistical services program"

"SEC. 802. Section 1009(a) of the National Defense Education Act of 1958 is amended by striking out 'six' and inserting in lieu thereof 'nine'.

"TITLE IX—ADDITIONAL TITLE"

"SEC. 901. (a) The National Defense Education Act of 1958 is amended by adding at the end thereof the following new title:

"TITLE XI—INSTITUTES"

"Authorization of institutes"

"SEC. 1101. There are authorized to be appropriated \$32,750,000 for the fiscal year ending June 30, 1965, and each of the three succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—

"(1) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, reading, or English in elementary or secondary schools,

"(2) who are engaged in or preparing to engage in the teaching of disadvantaged youth and are, by virtue of their service or future service in elementary or secondary schools enrolling substantial numbers of culturally, economically, socially, and educationally handicapped youth, in need of specialized training; except that no institute may be established under this title for teachers of disadvantaged youth unless such institute will offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth,

"(3) who are engaged as, or preparing to engage as, library personnel in the elementary or secondary schools, or as supervisors of such personnel, or

"(4) who are engaged as, or are preparing to engage as, educational media specialists.

"Stipends"

"SEC. 1102. Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent."

"TITLE X—AMENDMENTS OF TABLE OF CONTENTS"

"SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

"(1) by striking out

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION"

and inserting in lieu thereof

"TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS",

"(2) by inserting after

"SEC. 504. Payments to States."

the following:

"SEC. 505. Definitions;"

"(3) by striking out

"Part A—Centers and Research and Studies";

"(4) by striking out

"Part B—Language Institutes"

"SEC. 611. Authorization;"

"(5) by inserting at the end thereof the following:

"TITLE XI—INSTITUTES"

"SEC. 1101. Authorization of institutes.

"SEC. 1102. Stipends."

"TITLE XI—FEDERALLY AFFECTED AREAS"

"Amendments to Public Law 815"

"SEC. 1101. (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out '1965' and inserting in lieu thereof '1966'.

"(b) Subsection (b) of section 14 of such Act is amended by striking out '1965' each time it appears therein and inserting in lieu thereof '1966'.

"(c) Paragraph (13) of section 15 of such Act is amended by inserting 'the District of Columbia,' after 'Guam,'.

"(d) Paragraph (15) of section 15 of such Act is amended by striking out '1962-1963' and inserting in lieu thereof '1963-1964'.

"Amendments to Public Law 874"

"SEC. 1102. (a) Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out '1965' each place where it appears and inserting in lieu thereof '1966'.

"(b) Section 9(8) of such Act is amended by inserting 'the District of Columbia,' after 'Guam,'.

"Comprehensive study"

"SEC. 1103. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended."

And the House agree to the same.

ADAM C. POWELL,
CARL D. PERKINS,
EDITH GREEN,
JOHN BRADEMAS,
JAMES ROOSEVELT,
CARLTON R. SICKLES,
SAM M. GIBBONS,
JOHN H. DENT,

Managers on the Part of the House.

WAYNE MORSE,
PAT McNAMARA,
RALPH YARBOROUGH,
JOSEPH S. CLARK,
JENNINGS RANDOLPH,
WINSTON L. PROUTY,
JACOB K. JAVITS,

Managers on the Part of the Senate.

STATEMENT

The managers on the part of the House at the conference on the disagreeing votes of the two Houses on the amendment of the House to the bill (S. 3060) to amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, 81st Congress (federally affected areas), submit the following statement in explanation of the effect of the action agreed upon by the conferees and recommended in the accompanying conference report:

The House amendment strikes out all of the Senate bill after the enacting clause and inserts a substitute. The Senate recedes from its disagreement to the amendment of the House, with an amendment which is a substitute for both the Senate bill and the House amendment.

In most respects the substitute agreed upon in conference is like the House amendment. The differences between the House amendment and the substitute are noted in the following outline, except for incidental changes made necessary by reason of agreements reached by the conferees and minor and clarifying changes.

Extension of National Defense Education Act: The Senate bill extended the programs

provided for in the National Defense Education Act of 1958 (hereinafter called the act) for 3 additional years beyond its present expiration date of June 30, 1965. The House amendment extended the act for only 2 additional years. The substitute agreed upon in conference extends the act for 3 additional years.

Extension and amendment of Public Laws 815 and 874, 81st Congress: The Senate bill extended Public Laws 815 and 874, 81st Congress, relating to construction and maintenance and operation of schools in federally affected areas, for 2 additional years and made such laws applicable to the District of Columbia. The House amendment extended these laws for 1 additional year. The conference substitute adopts the House position with respect to the extension of the acts, but adopts the Senate provisions with respect to the inclusion of the District of Columbia.

In including the District of Columbia under the Federal impact legislation (Public Laws 815 and 874) the conferees are well aware that Congress authorizes a Federal payment to the District from general revenues each year for governmental purposes in the District Appropriation Act. We also are aware that this payment is justified because of the large federally owned real estate holdings in the District which cannot be taxed for local purposes and because of other financial burdens imposed on the District government due to the fact that it is the location of the Nation's Capital. Nevertheless, we believe the District also should be included under the impact area laws and receive the educational benefits these programs provide. A number of cogent reasons may be given for this inclusion, chief of which is the fact that the District of Columbia is one of the most heavily impacted school districts in the Nation, as judged by the criteria in Public Law 815 and Public Law 874, and should be treated the same as every jurisdiction in the Nation.

It is the intention of the conferees that the Federal impact funds to be received by the District under Public Law 874 be used by the board of education solely for educational purposes, and that they be in addition to the funds made available for education in the District of Columbia budget. It also is the opinion of the conferees that insofar as is consistent with good educational administration, these funds be used to improve the quality and standards of the educational offerings in the underprivileged attendance areas of the city. The superintendent of schools is requested to report to the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor on the ways in which the availability of these funds during the year has improved the educational program for the children in the low income areas.

Amendments of title I: The House bill defines the term "school of nursing" and specifies that these schools will be considered as institutions of higher education for the purposes of the student loan title of the act. The Senate bill contained no similar provision. In retaining this provision in the conference substitute the conferees did not intend to make changes in existing laws. The inclusion of the definition is merely to insure the continuation of existing administrative practice.

Amendments of title II: The Senate bill authorized appropriations of \$145,000,000 for the fiscal year 1965, \$165,000,000 for the fiscal year 1966, \$180,000,000 for the fiscal year 1967, and \$195,000,000 for the fiscal year 1968 for carrying out title II of the act (relating to student loan programs).

The House bill authorized the appropriation of \$163,300,000 for the fiscal year 1965, \$179,300,000 for the fiscal year 1966, and \$200,000,000 for the fiscal year 1967 for carrying out title II.

The conference substitute authorizes the appropriation of \$163,300,000 for the fiscal year 1965, \$179,300,000 for the fiscal year 1966, \$190,000,000 for the fiscal year 1967, and \$195,000,000 for the fiscal year 1968 for this purpose.

The Senate bill provided for special consideration in getting loans to "(A) students with a superior academic background who express a desire to teach in elementary or secondary schools, and (B) other students with a superior academic background." The House amendment provided for such special consideration for students with superior academic background. The conference substitute is like the House amendment; but in omitting the mention of persons expressing a desire to teach, the conferees do not wish to indicate any belief that the importance of obtaining teachers for the Nation's elementary and secondary schools has in any way lessened.

The Senate bill permitted institutions of higher education to make loans to part-time students who are carrying at least one-half the normal full-time academic load. The House amendment contained no similar provisions. The conference substitute adopts this provision of the Senate bill.

Amendments of title III: The Senate bill authorizes the appropriation of \$90,000,000 for each fiscal year for grants to States to assist them to acquire certain equipment. The House amendment authorizes the appropriation of \$70,000,000 per fiscal year for this program. The substitute agreed to in conference adopts the authorization in the Senate amendment. The Senate bill also authorizes the appropriation of \$10,000,000 annually for State supervisory services and administration. The House authorized \$5,000,000 annually for this purpose. The substitute is like the Senate bill.

The present law authorizes grants for the acquisition of equipment suitable for use in providing education in science, mathematics, or modern foreign language. The Senate bill broadened these categories to include history, civics, geography, English, or remedial reading.

The House amendment broadened these existing categories to include reading and English when taught to persons for whom English is a second language, and also authorized grants for the acquisition of wall maps and globes.

The substitute agreed upon in conference adopts the categories in the Senate provision, except that the House category of reading is included instead of the more limited category of remedial reading contained in the Senate bill.

The same differences existed between the Senate amendment and the House bill with respect to the categories in which assistance can be given for supervisory and related services. These differences are resolved in the same manner as the above.

Amendments of title IV: The Senate bill authorized the Commissioner of Education to award 5,000 fellowships for graduate study during the fiscal year 1965, 7,500 during the fiscal year 1966, and 10,000 during the fiscal years 1967 and 1968.

The House amendment authorized the Commissioner to award 3,000 such fellowships during the fiscal year 1965, 5,000 during the fiscal year 1966, and 6,500 during the fiscal year 1967.

The conference substitute authorizes the Commissioner of Education to award 3,000 fellowships for graduate study during 1965, 6,000 during fiscal year 1966, and 7,500 during fiscal years 1967 and 1968.

The Senate bill provides that of the fellowships to be awarded during a fiscal year not less than one-third of those to be awarded in fiscal years 1965 and 1966, and not less than 2,500 for each fiscal year thereafter, shall be awarded to persons who will

study in new or expanded graduate programs approved by the Commissioner under section 403(a). The House amendment provides that for fiscal year 1965, 1,500 of the fellowships awarded must be for study in such new or expanded programs, and that thereafter one-third of such fellowships must be for study in such new and expanded programs. The conference substitute adopts the House provision in this instance.

Amendments of part A of title V: The Senate bill authorized the appropriations of \$25,000,000 for the fiscal year 1965, \$25,500,000 for the fiscal year 1966, \$32,500,000 for the fiscal year 1967, and \$37,500,000 for the fiscal year 1968 for carrying out part A of title V (relating to grants for State programs of guidance, counseling, and testing).

The House amendment authorized the appropriation of \$23,500,000 for the fiscal year 1965 and the fiscal year 1966, and \$28,500,000 for the fiscal year 1967 for this purpose.

The conference substitute authorizes the appropriation of \$24,000,000 for the fiscal year 1965, \$24,500,000 for the fiscal year 1966, and \$30,000,000 for the fiscal years 1967 and 1968.

The Senate bill altered the present law to extend Federal assistance for State testing and guidance and counseling programs to all grades of elementary and secondary schools and to junior colleges and technical institutes. The present act allows Federal assistance only for testing and for guidance and counseling in the seventh and succeeding grades in elementary and secondary schools. The only change in the existing law made by the House amendment was to permit Federal assistance for guidance and counseling in all grades of elementary and secondary schools. The conference substitute follows the Senate bill.

The Senate bill also contained a provision, which was not in the House amendment, broadening the type of counseling and guidance which can be assisted to include advising students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields. The conference substitute includes this provision.

Amendments of part B of title V: The Senate bill made several changes in part B of title V of the act which relates to counseling and guidance training institutes. The House amendment contained provisions for guidance and counseling institutes which were, with one exception, the same in substance as those contained in the Senate bill. However, the House provisions were included in a new title XI which grouped all types of institutes in one place. The exception is that under the Senate bill the institutes would be for individuals who are engaged, or are teachers preparing to engage in counseling and guidance of students in elementary or secondary schools or in institutions of higher education, including junior colleges and technical institutes. In contrast, the House amendment provided that the institutes would be for individuals who are engaged, or are preparing to engage in elementary or secondary schools as counseling and guidance personnel.

The conference substitute adopts the provisions of the Senate bill, except that where the Senate bill authorized the appropriation of \$10,000,000 for each fiscal year, the substitute authorizes the appropriation of \$7,250,000.

Amendments of title VI: The sums authorized to be appropriated were the same in the Senate bill and House amendment, except that the House amendment provided no such authorization for the fiscal year 1968 since it did not extend the program into that year. The conference substitute adopts the Senate authorization of \$18,000,000 for the fiscal year 1968. For a description of the conference

action with respect to part B of this title, see the discussion of the new title XI.

New title XI: The House amendment added a new title to the act which authorized the Commissioner to arrange with institutions of higher education for carrying out institutes for advanced study for persons in a number of specified fields. These fields included the two fields covered by existing law—that is, guidance and counseling and modern foreign language (including English when taught to persons for whom English is a second language). It then adds provisions for institutes for reading, and for teachers of disadvantaged youth in connection with specified types of schools, and librarians (and supervisors) in elementary or secondary schools. Since the guidance and counseling and modern foreign language institutes would be taken care of in this title, the House bill repealed part B of title V and part B of title VI.

The Senate amendment did not create a new title. Instead it provided for the continuation of the guidance and counseling institutes under title V, and broadened the permissible types of institutes in title VI. The new types of institutes were for school librarians and educational media specialists and for persons who engaged in or are preparing to engage in the teaching, or supervising or training of teachers, of history, civics, geography, English, or remedial reading.

The conference substitute, as has been described, retains the guidance and counseling institutes in part B of title V. The remainder of the institutes are authorized in the new title XI. The new title retains all the categories of institutes provided in the House amendment. In addition it includes educational media specialists and the categories of history, English, and geography from the Senate bill. In agreeing to the inclusion of geography, it is the understanding of the managers on the part of the House that that "geography" does not include the field of study known as geopolitics.

ADAM C. POWELL,
CARL D. PERKINS,
EDITH GREEN,
JOHN BRADEMAS,
JAMES ROOSEVELT,
CARLTON R. SICKLES,
SAM M. GIBBONS,
JOHN H. DENT,

Managers on the Part of the House.

Mr. MORSE. Mr. President, for the purpose of providing the legislative history regarding the conference report, I am under an obligation to, and in fact, under instructions from, my colleagues on the committee and the House managers to discuss briefly the basis upon which agreement was reached. I shall take the time to do so because the legislative history we make here today may be of utmost importance in the years ahead in administering the act. The report I make today supplements the report of the House managers, our conference practice being that the Senate conferees do not file a written report. Therefore, it is important that we leave no room for doubt as to the meaning of any part of the bill.

Before I do so, however, I should like to express my deepest appreciation to Senators who served with me on the conference committee for the valuable support which they gave to the Senate position on this important legislation.

The President of the United States, in signing legislation that had been passed in the 88th Congress, said that this Con-

gress had passed more educational legislation of greater import than had been enacted by any other Congress in the past 100 years. He referred to the Morrill Act of 1862 as being the last great piece of major legislation on education, other than the National Defense Education Act of 1958, prior to the various bills that have been passed in the 88th Congress.

I make this statement now as a fitting introduction to the tribute and thanks I wish to express to my colleagues on the Senate Subcommittee on Education. I wish particularly to thank the Republican Senators who worked so closely with me and my colleagues on the subcommittee, Senator PROUTY and Senator JAVITS.

The distinguished junior Senator from the State of Vermont [Mr. PROUTY], and the able senior Senator from New York [Mr. JAVITS] not only signed the conference report, but were diligent in their attendance and constructive in their suggestions during our conference meetings. Without the assistance of Senator PROUTY and Senator JAVITS, in my judgment we would have had an entirely different and more limited in scope National Defense Education Act bill to consider. We would not have had a bill which follows as closely the Senate provisions of S. 3060 as the one we are proud to report this morning.

I also wish to say of these two Senators that at no time was there the slightest indication of any partisanship entering into their discussion of the problems before the committee. That is the way it should be when we work on a subject matter that is of vital concern to all the people of this country, irrespective of party membership.

This attitude on their part was but a reflection and a continuation of the careful consideration each had given to this legislation. I am proud to acknowledge publicly my gratitude to Senators PROUTY and JAVITS for their constructive assistance. S. 3060 in many of its particulars gives solid evidence of their dedication to the great cause of education.

Mr. President, I would be greatly remiss if I failed to acknowledge the wise counsel given to me by my beloved chairman, the distinguished senior Senator from Alabama [Mr. HILL], who, although he could not be with us physically during the conference sessions, was nevertheless always a tangible presence in our midst.

Mr. SALTONSTALL. Mr. President, will the Senator yield?

Mr. MORSE. I yield.

Mr. SALTONSTALL. As a Member on this side of the aisle I believe the conference report on education is a distinct advance in our educational programs. I congratulate the conference committee. I am glad the report has come forth in its present form.

Mr. MORSE. I thank the Senator from Massachusetts very much for his comment.

As I indicated to Senator HILL in my report on our activities recently, there are few, if any, subcommittee chairmen who feel more greatly indebted than I do to LISTER HILL for his unfailing tact, courtesy, and support.

The acting chairman of the Labor Committee, the distinguished senior Senator from the State of Michigan [Mr. McNAMARA], the senior Senator from Texas [Mr. YARBOROUGH], the senior Senator from Pennsylvania [Mr. CLARK], and the senior Senator from West Virginia [Mr. RANDOLPH]—to each I owe a debt of gratitude for their diligence, for their support, and for their unfailing maintenance of the position of the Senate where it could be fully maintained on the basis of logic and persuasive argument, and for their gracious acceptance of those conscionable compromises which had to be made if agreements were to be secured and if we were to bring forth the strong bill that we are bringing forth in this conference report today.

There were times when materials presented by Senator RANDOLPH on the basis of communications from West Virginia educational leaders helped to resolve our problem. At other points, materials presented with vigor and lucidity by Senator YARBOROUGH carried the day. So also, in a similar manner, the contributions to the conference of Senators McNAMARA and CLARK have had their effect upon the outcome.

Anyone who has ever served with Senator RANDOLPH in conference is aware of the fact that after he listens and realizes that a proposal is being put forth which would do great damage to the bill before the committee, in his very tactful and courteous manner he makes it clear to the whole conference that if they persist on that road they will lose the vote of the Senator from West Virginia. He did that again in our conference and was of assistance to me by so doing on several important occasions.

All Senators who participated in the conference signed the conference report. Yet, I would be less than candid if I did not indicate to the Senate that had he been able to participate in the conference, it is doubtful, in my judgment, that the distinguished junior Senator from Arizona would have found it possible to accept the agreements which were reached, since he indicated at the time of the committee consideration of S. 3060 that for the reasons given in his individual views to the committee report the basis for his opposition to the Senate bill.

Mr. President, I turn now to a detailed discussion of the bill and the agreements which were reached on each title.

TITLE I—GENERAL PROVISIONS—NATIONAL DEFENSE EDUCATION ACT

Title I of National Defense Education Act contains general provisions covering the act and includes a statement of congressional findings and a declaration of policy, a prohibition of Federal control of education, and the definition of terms contained in the act.

Under the declaration of policy under existing law, there appears the statement:

We must increase our efforts to identify and educate more of the talent of our Nation. This requires programs that will give assurance that no student of ability will be denied an opportunity for higher education because of financial need; will correct as rapidly as possible the existing imbalances in our educational programs which have led

to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology.

The House version of the bill omitted the language which reads "which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology."

Since the Senate amendments to other provisions of the bill in title III and in the institutes title expanded the coverage of the disciplines beyond science, mathematics, modern foreign languages, and technology, it was our view that the change suggested by the House was reasonable. The Senate conferees, therefore, receded on this point.

Under the definitions section of the bill, in the House version there appeared the terms "school of nursing," "collegiate school of nursing," "associate degree school of nursing," and the term "accredited," which were strongly urged upon us by House managers. The Senate conferees resisted the inclusion of this language, basing our resistance upon first, the position of the American Nurses Association, and second, our understanding, based upon conversations with the Office of Education, that the inclusion of the defined terms neither added to, nor detracted from, the rights or benefits conferred upon persons enrolled in schools of nursing under this or any other act.

After much discussion and debate, we were reluctantly persuaded to accept these new definitions on the clear understanding, which is set forth in the statement of the managers on the part of the House, that in fact, the addition of these terms in the language of the act does not change, in any respect, the authorities under this or any other student loan act, nor will it affect the administration of the various loan programs. It was further agreed—at the instance, as I recall it, of Senator JAVITS—that in making legislative history on this point of the intention of the conferees it is our view that in no way, does the inclusion of these terms relating to a specific profession, constitute a precedent for naming subsequently, other professions or designating preprofessional students.

In view of the discussions which took place on this point and the representations which were made which led to the recession on the part of the Senate, thus permitting the inclusion of these terms, Senators may feel that the following communications on the point may be of enlightening interest. Mr. President, I ask unanimous consent that at this point there be printed in the RECORD a letter addressed to me under date of September 2, 1964, from the American Nurses' Association, my letter of September 25, 1964, to the American Nurses' Association and their reply dated September 28, 1964.

There being no objection, the correspondence was ordered to be printed in the RECORD, as follows:

AMERICAN NURSES' ASSOCIATION, INC.,
New York, N.Y., September 2, 1964.

Hon. WAYNE L. MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: I understand that the Senate conferees are scheduled to meet soon to consider the National Defense Education Act amendments (S. 3060). The American Nurses' Association would like to express its support of the Senate version of the National Defense Education Act. The Senate version does not specifically mention or define nurses or nursing education.

Since the American Nurses' Association has strongly supported other legislation which provides loans to nurses, the specific reference to nurses in the House version of the National Defense Education Act is neither desirable nor necessary.

Sincerely,

Mrs. JUDITH G. WHITAKER, R.N.,
Executive Director.

SEPTEMBER 25, 1964.

Miss JULIA C. THOMPSON, R.N.,
Washington Representative, American Nurses' Association, Inc., Washington, D.C.

DEAR MISS THOMPSON: You will recall that on September 2, 1964, Mrs. Judith G. Whitaker, executive director of the American Nurses' Association, Inc., wrote me with respect to the National Defense Education Act amendment, S. 3060, in which she stated:

"The American Nurses' Association would like to express its support of the Senate version of the National Defense Education Act. The Senate version does not specifically mention or define nurses or nursing education."

"Since the American Nurses' Association has strongly supported other legislation which provides loans to nurses, the specific reference to nurses in the House version of the National Defense Education Act is neither desirable nor necessary."

In accordance with my obligations as a conferee, I in good faith presented this letter to the conference committee. In the discussion which followed the position of the American Nurses' Association, Inc., with respect to the language of section 103 of the National Defense Education Act as expressed in the September 2 letter, was challenged. The matter was resolved by requesting Representative EDITH GREEN for the conference committee to telephone the American Nurses' Association to verify the position of the organization.

You can understand, I am sure, the embarrassing position in which I found myself when Representative GREEN reported that she had spoken with you and had learned that the September 2 letter had been dispatched during a period in which you were on leave, that the information contained in the September 2 letter was erroneous, and that it had been based upon language of an earlier version of the bill and that the American Nurses' Association therefore did not object to the retention of nursing in the definitions under title I of the National Defense Education Act and asked that its September 2 letter be withdrawn.

Since the position of the American Nurses' Association on this part of the bill was of vital concern to each of the conferees, the receipt of this information from Representative GREEN resulted in a recession on the part of the Senate and adoption of the House position.

I very much regret that the Senate conferees were not apprised of the correct viewpoint of the American Nurses' Association at an earlier date, since as I have indicated, it would have spared the Senate conferees some embarrassment in misinforming the House

in good faith of the true position of the American Nurses' Association.

In order that the matter may be clarified during the legislative history which will be made on the bill when the matter is debated in the Senate, hopefully early next week, I would very much appreciate receiving your comments so that I may make a full report to my colleagues.

With kindest regards,
Sincerely,

WAYNE MORSE,
Chairman, Education Subcommittee.

AMERICAN NURSES' ASSOCIATION, INC.,
New York, N.Y., September 28, 1964.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee of the Senate Committee on Labor and Public Welfare, Washington, D.C.

DEAR SENATOR MORSE: This is in answer to your letter of September 25, 1964, to Miss Julia C. Thompson, Washington representative for the American Nurses' Association.

I would like to reaffirm the context of the letter sent to you and dated September 2, 1964, in which the American Nurses' Association expressed the desire that the specific reference to nurses under title I of the National Defense Education Act be removed.

We very much regret the embarrassing position in which you were placed during the committee conference. The American Nurses' Association is equally embarrassed to learn that a conversation between Miss Thompson and Congresswoman GREEN could have been construed to mean that the information contained in the September 2 letter was erroneous. This was certainly not the intent of any comments made to Mrs. Green. Although it is correct that Miss Thompson was on leave when the letter was sent, the letter was properly cleared and approved through my office in New York. It expressed then, as it does now, the feelings of the association.

It is also correct that a statement was sent out preceding action on the House floor concerning several portions of the bill which were unsatisfactory to the American Nurses' Association. All but one of these provisions were removed by amendment on the House floor. This one provision is the specific reference to nurses in the bill. Only in this sense was the letter based upon language of an earlier version of the bill.

I would like to reassure you that had the American Nurses' Association changed its position, you would have been notified in writing prior to the conference. We very much regret that a hasty telephone conversation was misinterpreted and used to refute our letter to you of September 2.

Sincerely yours,
Mrs. JUDITH G. WHITAKER, R.N.,
Executive Director.

Mr. MORSE. Mr. President, it was the view of the Senate conferees that the legislative history that has been made in this respect should preclude this case from being considered a precedent for the future, in the event similar proposals were to be made concerning other fields. It is for that reason that these communications have been printed in the RECORD.

TITLE II—LOANS TO STUDENTS IN HIGHER EDUCATION

Mr. President, the dollar amount of loans to students in institutions of higher education are a compromise between the amounts originally contained in the House and Senate versions of the bill. Briefly, the authorization for this purpose increases the present \$135 million

authorization for fiscal year 1965 to \$163.3 million; to \$179.3 million in fiscal year 1966, \$190 million in fiscal year 1967, and \$195 million in fiscal year 1968.

Mr. President, I ask unanimous consent to have printed in the RECORD a State-by-State tabulation of the estimated distribution of these funds which

was prepared by the Office of Education.

There being no objection, the tabulation was ordered to be printed in the RECORD, as follows:

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title II, sec. 202(a), as proposed to be amended by Senate-House conference, Sept. 24, 1964

State	Fiscal year				State	Fiscal year			
	1965	1966	1967	1968		1965	1966	1967	1968
United States and outlying parts.....	\$163,300,000	\$179,300,000	\$190,000,000	\$195,000,000	Nebraska.....	\$1,546,967	\$1,698,538	\$1,799,901	\$1,847,266
50 States and District of Columbia.....	162,176,927	178,066,889	188,693,302	193,658,914	Nevada.....	176,388	193,670	205,228	210,629
Alabama.....	2,245,349	2,465,346	2,612,470	2,681,219	New Hampshire.....	660,512	725,229	768,508	788,732
Alaska.....	65,807	72,255	76,567	78,581	New Jersey.....	3,140,674	3,448,394	3,654,182	3,750,345
Arizona.....	1,660,469	1,823,161	1,931,961	1,982,802	New Mexico.....	832,864	914,467	969,039	994,540
Arkansas.....	1,453,648	1,596,075	1,691,323	1,735,832	New York.....	13,144,547	14,432,439	15,293,716	15,696,183
California.....	16,936,492	18,595,915	19,705,653	20,224,225	North Carolina.....	4,104,514	4,506,671	4,775,613	4,901,287
Colorado.....	2,270,206	2,492,639	2,641,391	2,710,901	North Dakota.....	786,815	863,906	915,461	939,552
Connecticut.....	2,071,351	2,274,300	2,410,023	2,473,444	Ohio.....	7,977,456	8,759,081	9,281,792	9,526,050
Delaware.....	318,837	350,076	370,968	380,730	Oklahoma.....	2,636,526	2,894,850	3,067,605	3,148,331
Florida.....	3,709,141	4,072,560	4,315,596	4,429,164	Oregon.....	2,221,926	2,439,629	2,585,217	2,653,249
Georgia.....	2,704,085	2,969,029	3,146,211	3,229,006	Pennsylvania.....	8,563,875	9,402,957	9,904,093	10,226,306
Hawaii.....	568,096	623,757	660,981	678,375	Rhode Island.....	861,757	946,192	1,002,657	1,029,043
Idaho.....	641,498	704,351	746,385	766,026	South Carolina.....	1,640,605	1,801,350	1,908,849	1,959,082
Illinois.....	8,082,566	8,874,490	9,404,088	9,651,564	South Dakota.....	758,931	833,290	883,018	906,255
Indiana.....	4,678,718	5,137,135	5,443,701	5,586,956	Tennessee.....	3,205,418	3,519,483	3,729,513	3,827,658
Iowa.....	3,103,388	3,407,456	3,610,801	3,705,822	Texas.....	8,943,740	9,820,040	10,406,065	10,679,909
Kansas.....	2,659,417	2,919,985	3,094,240	3,175,667	Utah.....	1,844,824	2,025,579	2,146,458	2,202,944
Kentucky.....	2,307,863	2,533,985	2,685,205	2,755,868	Vermont.....	563,741	618,975	655,914	673,175
Louisiana.....	2,969,172	3,260,089	3,454,640	3,545,551	Virginia.....	2,706,635	2,971,829	3,149,177	3,232,050
Maine.....	672,622	738,525	782,598	803,192	Washington.....	3,265,223	3,585,147	3,799,097	3,899,073
Maryland.....	2,298,143	2,523,313	2,673,896	2,744,262	West Virginia.....	1,424,223	1,563,767	1,657,088	1,700,695
Massachusetts.....	6,283,631	6,899,296	7,311,022	7,503,418	Wisconsin.....	3,981,929	4,372,076	4,632,986	4,754,906
Michigan.....	7,057,009	7,748,449	8,210,849	8,426,924	Wyoming.....	339,392	372,645	394,883	405,275
Minnesota.....	3,954,895	4,342,392	4,601,531	4,722,624	District of Columbia.....	1,422,683	1,562,076	1,655,295	1,698,856
Mississippi.....	1,931,505	2,120,752	2,247,311	2,306,451	American Samoa.....	23,157	25,426	26,944	27,653
Missouri.....	4,036,476	4,431,967	4,696,451	4,820,042	Canal Zone.....	16,890	18,545	19,651	20,169
Montana.....	744,378	817,311	866,085	888,877	Guam.....	1,081,698	1,187,682	1,258,558	1,291,678
					Puerto Rico.....	1,328	1,458	1,545	1,586
					Virgin Islands.....				

NOTE.—Distribution of all amounts estimated on the basis of full-time degree credit enrollment (excluding U.S. service schools), fall 1963.

TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS

Mr. MORSE. Mr. President, I am pleased to report to the Senate that the conference committee agreed substantially to the amendments to title III of the National Defense Education Act contained in the Senate version of S. 3060.

One difference, the acceptance of the House term "reading" for the Senate term, "remedial reading" in section 304(a) of the National Defense Education Act deserves comment. The Senate receded to the House language on this point on the assurance that the term "reading" is a broadly inclusive term which encompasses fully the category of remedial reading, which was in the Senate version of the bill.

Senators will recall that in the Senate committee report, No. 1275, which accompanied S. 3060 to the Senate floor, there appeared on page 11 the following language:

The committee recognizes that remedial reading is of prime importance. Reading skill is basic to education in all other areas. It has long been recognized that the reading ability of many students is below the level

needed for maximum educational achievement. The committee understands remedial reading to mean individual or group instruction aimed at correcting faulty reading habits and/or developing improved reading skill, including efficiency and accuracy. In its deliberations the committee was influenced by the material presented to it by a Vermont physician who in a communication stated, in part—

To the Senator from Vermont [Mr. PROUTY]—

"I would like to suggest therefore that you give consideration to further amending the National Defense Education Act so that more help can be provided for more children at as early an age as possible. If a child in kindergarten, or first or second grade can receive therapy for the specific weaknesses that they so often demonstrate (auditory discrimination problems, memory span difficulties, visual and auditory perceptual disorders, attention problems, etc.) many later grade repetitions, emotional overlays, and potential dropouts can be prevented."

The term "remedial reading" would also include specialized equipment used in special education classes. For example, this would cover such classes as those for the unusually gifted, the emotionally disturbed, the deaf, or the mentally retarded. The committee has noted that the Commissioner of Education under this title, and under the institute title, is empowered to provide sup-

port for training of such children and teachers.

The conference action in accepting the term "reading" in no way changes the emphasis which the Senate report gave to the term "remedial reading." It merely broadens to other categories of reading in our school systems the support previously accorded only to remedial reading.

In this connection also, I want to note for the RECORD the most helpful support I received from the Senator from Vermont and the Senator from West Virginia, both of whom on many occasions in our discussions adverted to the importance of working with children of all age levels to correct and remedy reading deficiencies. It was their view, which I shared and I believe the committee and the Senate shared, that a broad interpretation should be given to the reading authorities to make sure that these youngsters who need help get help. I ask unanimous consent to have printed in the RECORD a table of title III, Estimated Distributions.

There being no objection, the table was ordered to be printed in the RECORD, as follows:

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title III, sec. 302(a), as proposed to be amended by Senate-House conference, Sept. 24, 1964, for each of fiscal years 1965-68

State	Acquisition of equipment for science, mathematics, modern foreign languages, and other critical subjects		State administration and supervision	State	Acquisition of equipment for science, mathematics, modern foreign languages, and other critical subjects		State administration and supervision
	Grants for public schools	Loans for non-public schools			Grants for public schools	Loans for non-public schools	
United States and outlying parts.....	\$79,200,000	\$10,800,000	\$10,000,000	Nebraska.....	\$687,541	\$100,261	\$73,734
50 States and District of Columbia.....	77,769,460	10,672,056	9,837,327	Nevada.....	96,991	7,098	50,000
Alabama.....	2,089,073	53,059	188,955	New Hampshire.....	271,085	61,931	50,000
Alaska.....	95,345	3,727	50,000	New Jersey.....	1,681,223	525,262	304,177
Arizona.....	825,045	56,075	82,976	New Mexico.....	667,596	48,090	60,383
Arkansas.....	1,096,763	21,472	99,201	New York.....	4,443,154	1,486,173	803,881
California.....	4,692,896	693,843	849,066	North Carolina.....	2,915,620	34,426	263,716
Colorado.....	866,393	76,660	100,434	North Dakota.....	397,376	36,378	50,000
Connecticut.....	707,227	194,312	127,955	Ohio.....	3,755,845	674,145	524,761
Delaware.....	133,952	33,894	50,000	Oklahoma.....	1,266,671	37,798	124,464
Florida.....	2,256,586	154,385	264,126	Oregon.....	799,514	62,109	94,888
Georgia.....	2,513,700	46,138	227,362	Pennsylvania.....	4,186,466	1,082,466	557,418
Hawaii.....	274,115	53,946	50,000	Rhode Island.....	297,661	93,518	50,000
Idaho.....	430,778	15,971	50,000	South Carolina.....	1,621,303	28,038	146,646
Illinois.....	2,836,888	929,856	494,570	South Dakota.....	441,994	41,347	50,000
Indiana.....	2,028,256	227,141	245,847	Tennessee.....	2,159,466	55,011	195,322
Iowa.....	1,361,199	171,598	144,386	Texas.....	5,374,317	266,180	550,229
Kansas.....	1,025,334	91,211	113,784	Utah.....	616,541	10,825	57,713
Kentucky.....	1,852,916	155,272	167,595	Vermont.....	203,123	31,232	50,000
Louisiana.....	2,141,299	250,387	193,679	Virginia.....	2,262,271	98,487	224,487
Maine.....	494,084	62,641	50,525	Washington.....	1,235,333	102,213	157,326
Maryland.....	1,366,554	242,402	170,060	West Virginia.....	1,105,846	30,699	100,023
Massachusetts.....	1,528,454	461,379	247,901	Wisconsin.....	1,852,429	454,281	212,369
Michigan.....	3,281,426	594,469	436,240	Wyoming.....	165,221	6,921	50,000
Minnesota.....	1,730,299	297,944	186,490	District of Columbia.....	175,957	44,363	50,000
Mississippi.....	1,482,787	37,716	134,117	American Samoa.....	50,000	2,307	10,000
Missouri.....	1,654,094	294,573	210,521	Canal Zone.....	50,000	1,242	10,000
Montana.....	353,453	36,733	50,000	Guam.....	50,000	8,695	10,000
				Puerto Rico.....	1,230,540	110,199	122,673
				Virgin Islands.....	50,000	5,501	10,000

Mr. MORSE. Mr. President, the Senate conferees dwelt on the "reading" and "remedial reading" points of title III, National Defense Education Act, at some length in conference. We have the assurance of the majority House conferees—in fact, I know of no conferee on either side of the House conferees who would not share the view which I now express for legislative history—that reading, as used in the bill, covers remedial reading.

Let me say to the teachers of America, to the educators of America, that although the Senator from Vermont [Mr. PROUTY] was of assistance in every part of the bill, this section dealing with reading is a monument to him, because he presented us with the data, the information, and the evidence which left no room for doubt that one of the greatest needs in the American educational system, from the elementary grades right up to college, involves the problem of reading.

The Senator from Vermont was joined by the Senator from West Virginia [Mr. RANDOLPH], who supplemented the evidence which the Senator from Vermont had provided from authorities in West Virginia, backing up everything which the Senator from Vermont brought up.

I close these comments by saying that, in my judgment, one of the major problems confronting us in preventing dropouts in this country from grade school, high school, and college, is the problem of better training in reading. It is not

merely a matter of training students to read print. In many instances, it calls for psychological treatment. Many of these problems are psychological problems.

I remember one dramatic example of the type of difficulty with which we are confronted, that a student appearing to be normal in every other respect will see one word the right way up and the next word the wrong side up.

How can we possibly educate that that child until we get to the bottom of what causes the reading disturbance? Every dollar we spend to improve reading instruction in the schools of America will pay dividends a thousandfold. If we can correct a reading problem in a child, we make it possible for that child to go on through the educational process, in many instances on to college, and that child can become a great asset to our society.

Mr. PROUTY. Mr. President, will the Senator from Oregon yield?

Mr. MORSE. I am happy to yield to the Senator from Vermont.

Mr. PROUTY. Mr. President, I am most grateful to the Senator from Oregon for the graciousness with which he has referred to me. It is evident from what he has just said that a single letter from a constituent can sometimes carry great impact upon the course of major legislation.

The Vermont doctor who has been so interested in the difficult problems of finding out what the handicaps were of some youngsters which makes it so dif-

ficult for them to move along in school as rapidly as their other classmates, has been valuable, indeed, to the committee. He pointed out that many of these youngsters have normal or superior intelligence and if we can find out the difficulties which they are experiencing as youngsters, and we can enable them to overcome those handicaps, they will become able, progressive students which will certainly eliminate the probability of dropouts.

While I am on my feet, let me say that those who benefit from the National Defense Education Act legislation—and that includes every citizen of this country—owe a great debt of gratitude to the senior Senator from Oregon [Mr. MORSE]. His leadership in bringing this measure to its final stages has been outstanding and has reflected the same type of progressive and cooperative outlook on his part which helped make possible enactment of more educational legislation than has been approved by any Congress in the history of the United States.

It has been a pleasure for me to work with the Senator from Oregon. I certainly appreciate his help and cooperation.

Mr. MORSE. Mr. President, I would be less than human if I did not tell the Senator from Vermont that I appreciate very much the comments he has just made. But as I have said before, we did it together. Whatever we have accomplished in this bill, we did it together as committee members. I wish to thank him very much for his kind remarks.

Mr. CASE. Mr. President, too often we take for granted the persistent and conscientious efforts which our representatives on conference committees make in resolving differences over important legislation. I commend the senior Senator from Oregon [Mr. MORSE] for his successful efforts in helping obtain agreement on the extension and improvement of the National Defense Education Act.

His work on the conference committee is of a part with his long and patient efforts as chairman of the Education Subcommittee of our Committee on Labor and Public Welfare to help improve educational facilities and standards for American young people. As one who has served alongside him on the subcommittee and who has watched him bring together divergent views in order to make progress, I feel that he deserves the credit which is now being bestowed upon him.

Today's success is further evidence of his good efforts and, as one who has urged recognition for the 2-year community colleges, I know that in Senator MORSE we have a true supporter.

Mr. MORSE. Mr. President, I thank the Senator for his most gracious comments. The senior Senator from New Jersey has long been our mentor on the importance of providing support to the junior and community college segment of higher education. He helped to pioneer in this field, and I therefore appreciate all the more his kind comments which I accept only as the symbol of the team of Senators, both on and off the committee who have labored together to bring this legislation to the point of passage. On that team I count always the Senator from New Jersey. I turn now to the fellowship title of the National Defense Education Act.

TITLE IV—NATIONAL DEFENSE FELLOWSHIPS

Mr. President, the following title of the National Defense Education Act currently provides for 1,500 fellowships annually. The Senate version of S. 3060 expanded this program, which is of major importance if we are to expand our higher educational teaching forces, from the present 1,500 figure to 5,000 fellowships for this fiscal year, 7,500 fellowships for fiscal year 1966, and the Commissioner would have been authorized for the final 2 years to award not to exceed 10,000 fellowships annually.

I can assure the Senate that we attempted to maintain these figures which I personally believe are fully justified by the evidence presented in our hearings.

However, as Senators are aware, it is necessary at times to secure agreement to concede items of quantity provided that principles of quality are maintained. In this instance, both House and Senate retreated from the original positions and accepted the program which will provide a doubling of scholarships this year to 3,000, a doubling of that figure for the next fiscal year to 6,000, and an increase thereafter for the final 2 years of the program to 7,500 fellowships annually.

Other modifications to this title which are shown in the summary were largely of a conforming nature dictated by the policy decision on the numbers of fellowships to be established. I regret, however, that we were unable to maintain the increased stipend provisions of the Senate bill.

TITLE V—GUIDANCE, COUNSELING, AND TESTING

This title of the National Defense Education Act consists of two parts. Part A is concerned with programs of guidance, counseling, and testing. I am pleased to report that in this area the Senate version of the bill prevailed. The services under part A will now be available to school children at all educational levels from the first grade through the junior and community college level. Authorizations for this part of title V were increased from the present \$17.5 million to \$24 million for the current fiscal year, \$24.5 for fiscal year 1966, and \$30 million for fiscal years 1967 and 1968.

Title V-B of the National Defense Education Act refers to institutes for the training of teachers who are working or preparing to work in the school systems as counseling and guidance personnel.

It is a disturbing fact that only one out of five teachers and counselors who apply for enrollment in counseling and guidance institutes can be accepted. One of the main reasons for our inability to cope with this demand is the dearth of trained personnel to conduct these institutes. It should be clear that one of the intentions of this legislation is to help fill this hiatus by providing for the training of the trainers of counselors as is the case in the other institutes under title XI. By increasing the number of trainers of counselors, we would remove a major bottleneck now preventing the establishment of institutes in sufficient number to accommodate those who are qualified to enroll and wish to do so.

It should be clear, as well, that counselors in schools should have the benefit of well-trained supervisors to provide assistance in keeping abreast of new de-

velopments in this rapidly growing profession.

It is also hoped that ways can be found to administer this legislation to establish more counseling and guidance institutes in States in which it has not previously been possible to have these valuable programs. Qualified individuals who wish to attend these institutes should not be required to undergo the added expenses of long-distance travel to reach colleges or universities offering such programs.

The Commissioner of Education, I am sure, will move with his usual vigor and keen insight to make immediate use of the full range of training of counseling and guidance personnel envisaged by the act—counselors for elementary schools, secondary schools, junior colleges, technical institutes, higher education, and training for supervisors and trainers of counseling and guidance personnel.

Under the House version of S. 3060, the title V-B was repealed and the guidance and counseling institutes were transferred to a new title XI. Under existing law \$7,250,000 is currently authorized specifically for guidance and counseling institute programs. Under the House version of the bill this earmarking of funds would have ceased and the funding of institutes under the new title XI of the House version would have been left fully to the discretion of the Commissioner of Education.

The House version of the bill provided for but \$35 million for all institutes. The Senate version of S. 3060 would have provided \$10 million for guidance and counseling institutes and \$30 million for all other institutes.

The conference amendment now before the Senate maintains the guidance and counseling institute program in title V-B of the act but at the \$7,250,000 authorization of existing law. The Senate receded to the extent that its conferees accepted the placing in title XI of the currently authorized modern foreign language institutes and the new institutes which were created in a new title XI of the act. These new institutes will be discussed under title XI of the bill.

I ask unanimous consent to have printed in the Record a table of title V-A estimated distributions.

There being no objection, the table was ordered to be printed in the Record, as follows:

Estimated distribution of legislative authorizations, National Defense Education Act of 1958, title V, pt. A, sec. 501, as proposed to be amended by Senate-House conference, Sept. 24, 1964

State	Fiscal year				State	Fiscal year			
	1965	1966	1967	1968		1965	1966	1967	1968
U.S. and outlying parts.....	\$24,000,000	\$24,500,000	\$30,000,000	\$30,000,000	Nevada.....	\$50,000	\$50,000	\$52,527	\$52,527
50 States and District of Columbia.....	23,616,000	24,108,000	29,520,000	29,520,000	New Hampshire.....	76,376	77,977	95,561	95,561
Alabama.....	465,334	475,091	582,223	582,223	New Jersey.....	749,087	764,793	937,253	937,253
Alaska.....	50,000	50,000	50,000	50,000	New Mexico.....	148,705	151,822	186,058	186,058
Arizona.....	204,342	208,627	255,672	255,672	New York.....	1,979,695	2,021,201	2,476,982	2,476,982
Arkansas.....	244,301	249,423	305,667	305,667	North Carolina.....	649,445	663,061	812,581	812,581
California.....	2,090,971	2,134,810	2,616,209	2,616,209	North Dakota.....	88,515	90,371	110,749	110,749
Colorado.....	247,335	252,521	309,464	309,464	Ohio.....	1,292,314	1,319,410	1,616,936	1,616,936
Connecticut.....	315,112	321,719	394,267	394,267	Oklahoma.....	306,514	312,940	383,508	383,508
Delaware.....	59,684	60,936	74,676	74,676	Oregon.....	233,679	238,578	292,377	292,377
Florida.....	650,456	664,094	813,847	813,847	Pennsylvania.....	1,372,736	1,401,518	1,717,559	1,717,559
Georgia.....	559,919	571,658	700,567	700,567	Rhode Island.....	101,665	103,797	127,203	127,203
Hawaii.....	93,067	95,018	116,445	116,445	South Carolina.....	361,140	368,712	451,856	451,856
Idaho.....	99,136	101,215	124,039	124,039	South Dakota.....	98,631	100,699	123,406	123,406
Illinois.....	1,217,962	1,243,498	1,523,907	1,523,907	Tennessee.....	481,014	491,099	601,842	601,842
Indiana.....	605,440	618,134	757,523	757,523	Texas.....	1,355,033	1,383,444	1,695,409	1,695,409
Iowa.....	355,576	363,031	444,895	444,895	Utah.....	142,129	145,109	177,831	177,831
Kansas.....	280,212	286,087	350,600	350,600	Vermont.....	50,074	51,124	62,652	62,652
Kentucky.....	412,731	421,385	516,407	516,407	Virginia.....	552,837	564,428	691,707	691,707
Louisiana.....	476,968	486,968	596,779	596,779	Washington.....	387,441	395,565	484,764	484,764
Maine.....	124,426	127,035	155,681	155,681	West Virginia.....	246,324	251,488	308,199	308,199
Maryland.....	418,801	427,582	524,001	524,001	Wisconsin.....	622,995	533,961	654,369	654,369
Massachusetts.....	610,498	623,298	763,852	763,852	Wyoming.....	50,000	50,000	56,957	56,957
Michigan.....	1,074,315	1,096,840	1,344,177	1,344,177	District of Columbia.....	78,399	80,042	98,092	98,092
Minnesota.....	459,265	468,894	574,629	574,629	Outlying parts.....	384,000	392,000	480,000	480,000
Mississippi.....	330,286	337,211	413,252	413,252	American Samoa.....	20,000	20,000	20,000	20,000
Missouri.....	518,443	529,313	648,673	648,673	Canal Zone.....	20,000	20,000	20,000	20,000
Montana.....	95,000	97,084	118,976	118,976	Guam.....	20,000	20,000	20,000	20,000
Nebraska.....	181,582	185,389	227,194	227,194	Puerto Rico.....	304,000	312,000	400,000	400,000
					Virgin Islands.....	20,000	20,000	20,000	20,000

NOTE.—Distribution of all amounts estimated on the basis of school-age (5 to 17) population as of July 1, 1962, for the 50 States, District of Columbia, and Puerto Rico, and as of Apr. 1, 1960, for the other outlying parts.

TITLE VI—LANGUAGE DEVELOPMENT

Mr. MORSE. Mr. President, two actions were taken by the conference committee on the language development title of the National Defense Education Act.

First, the House conferees accepted the Senate funding provisions of what was formerly part A of the title. The Senate for its part accepted the House version of the bill which placed modern foreign language institutes in the new title XI of the act.

TITLE VII, TITLE VIII, AND TITLE IX OF THE NATIONAL DEFENSE EDUCATION ACT

No items in titles VII, VIII, and IX were in controversy except for the duration of the extension of all titles which will be discussed separately.

TITLE X—MISCELLANEOUS PROVISIONS

Title X of the act, having to do with the details of the administration of the act, contained language differences between Senate and House versions of the bill. These were discussed in conference and the matter was resolved by accepting in large part the House version of S. 3060. I regret that it was necessary to do this, since in my judgment the Senate language would have enabled the Commissioner, particularly in the improvement of statistical services of the State educational agencies section, to have operated more efficiently.

However, since this is a matter which can be adjusted at a later date through subsequent legislation, if it is pressed by the administration, and since, in effect, the two versions of the language in controversy both originated in the Office of Education at differing times, it was felt that it would be inadvisable to press the matter to the point of jeopardizing conference acceptance of the balance of the agreements reached, and therefore in this instance the Senate conferees receded.

TITLE XI—INSTITUTES

The new title XI of the National Defense Education Act authorizes the expenditure of \$32,750,000 to enable the Commissioner to arrange through grants or contracts with institutions of higher education for the operation by them of short-term or regular sessions institutes for advanced study, including study in the use of new materials to improve the qualifications of individuals engaged in or preparing to engage in the teaching, supervising or training of teachers in the subject matter disciplines of history, geography, modern foreign languages, reading or English in elementary or secondary schools. Institutes in these subject matters should also be made available to special education teachers such as those engaged in, preparing to engage in, or supervising the teaching of gifted children or handicapped children.

Institutes are also authorized for teachers of disadvantaged youth and for school librarians and educational media specialists.

As I indicated earlier in my statement, the acceptance on the part of the Senate conferees of the new title of National Defense Education Act was a compromise composed of a number of parts.

I have touched upon the retention in title V-B of institutes for guidance and counseling personnel. Basically, the Senate conferees attempted to keep in balance the subject matter disciplines for which equipment is authorized under title III of the act while giving support to services needed by teachers, in which categories fall the library and educational media specialists institutes, and recognizing simultaneously the great difficulty faced by some teachers in coping with young people who come from low income families, and thus are disadvantaged by comparison to young people from more affluent strata of our society.

The House version but not the Senate version of S. 3060, provided for the disadvantaged youth institutes. Since this concept has not been previously subject to much Senate discussion, it will be helpful, I think, to bring to the attention of Senators the committee intent in accepting the House position on this point.

Teachers of disadvantaged youth must bring to the classroom the specialized skills of their profession, abundant enthusiasm, energy, and compassion for young people. In addition, teachers of disadvantaged youth must bring special sociological and psychological insights to the problems of disadvantaged youth; technical skills which bridge the gap between the theory of the university and the reality of the classroom; experience which bridge the gap between their own background and that of the children they teach. Most important of all, they must have developed a genuine attitude of hope for the educability of disadvantaged youth.

Teachers of disadvantaged youth often reflects a value system which differs markedly from that of the children they teach. Though some characteristics of disadvantaged children are shaped by the region in which they reside there is much about their growth and development which is similar. A better understanding of these common characteristics can often be obtained through an intensive study of the social sciences: sociology, psychology, anthropology, social work, and application of these disciplines to the field education of the disadvantaged. These institutes will also provide teachers with specific and specialized help in the teaching of basic subject areas; reading, mathematics, science, and the arts. The newest methods of teaching and the most advanced technology and materials will be demonstrated and used in first-hand ex-

periences with disadvantaged youth. Institutes of this type should also provide for the training of teachers of children of preschool age. Current research indicates a crucial need for nursery school experience for disadvantaged children in order to cancel out or modify educationally disabling characteristics. There is a critical shortage of competently trained preschool teachers.

I turn now to a short discussion for the record of the educational media specialist institutes.

Over 75 years of research and practical experience with audiovisual materials and other new educational media have indicated that they can make significant contributions to effective instruction of students at all grade levels and in all subject areas. Despite this research evidence, and the effective use being made of such media in some educational institutions, there has been less extensive use of these media than one might anticipate.

It appears that the classroom teacher does not have the sources of special support she needs to make full use of motion pictures, television, audiovisual materials and programmed instruction. If these media are to assist the classroom teacher, they must be readily available, in good operating condition, and closely related to her teaching purposes. The educational media specialist can provide the administrative and supervisory support which the teacher needs in improving instruction with newer media by:

First. Locating relevant instructional media.

Second. Setting up procedures for their critical review and evaluation by teachers and other subject matter specialists.

Third. Assisting teachers in planning effective use of the media.

Fourth. Maintaining the necessary equipment and providing projection and recording services.

Fifth. Informing teachers of new developments in instructional materials and their use.

Sixth. Assisting teachers with the planning and preparation of such media as slides, overhead transparencies, tape recordings which can be locally produced at low cost to meet unique local instructional needs.

The educational media specialist requires a rare combination of administrative, instructional, and librarianship skills. He most frequently comes from the ranks of the classroom teacher, but is on occasion a school principal or school librarian. If his background is one in which there has been strong emphasis on instructional techniques, his training requires the bolstering of his administrative and planning skills, with specialized training relating to the design, production, and use of the newer media. If he is a school librarian, he may need familiarization with the problems of classroom teaching, as well as training for materials design. The technical and administrative skills of the librarian may be translated readily to the responsibilities of the media specialist.

Experience has demonstrated that certain kinds of media responsibilities may be centralized at the school district or county level, whereas other responsibilities are best decentralized to the individual school building. A large number of school districts and institutions of higher education now have audiovisual or instructional media directors. It is rare, however, that every school in a school district have a building coordinator or instructional media. A major emphasis in the proposed institute program should be on the training of persons who can work on a part-time basis as media specialists in the individual school building. Other institutes should stress the upgrading of current district media directors, and provision of specialized training in such areas as local production techniques, selection and evaluation of educational media, and techniques for the inservice training of teachers.

It was our view that a broad construction could and should be given to this authority. We feel that all levels of educational media specialists including supervisory personnel and those who are engaged in closely related work such as those who are concerned with captioned films for the deaf could with propriety participate in the institutes under this title.

PUBLIC LAWS 815 AND 874

The conference report also is concerned with the extension of the impacted areas legislation, Public Laws 815 and 874. As S. 3060 passed the Senate, it provided for a 3-year extension of all titles of National Defense Education Act and a 2-year extension of the impacted areas legislation.

The House version on the other hand, provided for a 2-year extension of all titles of National Defense Education Act and a 1-year extension of Public Laws 815 and 874. However, the Senate version incorporated the District of Columbia under Public Laws 815 and 874, while the House version did not.

Both House and Senate versions of S. 3060 required the Commissioner of Education to submit to the Congress through the Secretary of Health, Education, and Welfare a report on the operation of these two laws by June 30, 1965, and authorized appropriations for the preparation of the report.

The compromise agreement was to accept the Senate position of a 3 year extension on the National Defense Education Act titles, the House position on the impacted areas legislation, but the Senate position with respect to the inclusion of the District of Columbia. The impacted areas legislation, upon enactment of S. 3060 into statute, will expire on June 30, 1966. This will enable the Congress to give heed to the recommendations contained in the report required by the conference substitute, to address itself to further extension and, I hope, to an expansion of this legislation to remove inequities which many of us feel are now contained in these acts.

Testimony taken in conjunction with other bills this session has indicated to me the strong support on the part of

many for modifying further the impact statutes to include larger metropolitan areas presently excluded by virtue of the percentage of impact limitations which are contained in the laws. Further, there appears to be strong support for broadening the definition of Federal impact, to recognize the Federal interest in other categories of children than those now presently covered.

For these reasons, it was the feeling among the conferees that we were well advised to accept the solution of the 1 year extension of these statutes.

With respect to title XI of S. 3060, I call to the attention of Senators the paragraph found on page 14 in the section of the conference report containing the statement on the part of the House managers which reads:

It is the intention of the conferees that the Federal impact funds to be received by the District under Public Law 874 be used by the Board of Education solely for educational purposes, and that they be in addition to the funds made available for education in the District of Columbia budget. It also is the opinion of the conferees that insofar as is consistent with good educational administration, these funds be used to improve the quality and standards of the educational offerings in the underprivileged attendance areas of the city. The superintendent of schools is requested to report to the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor on the ways in which the availability of these funds during the year has improved the educational program for the children in the low-income areas.

The Senate conferees fully endorse and agree to this intent.

Mr. President, S. 3060 is a major statute which fittingly culminates what can only be described as the work of an extraordinarily education minded Congress. Much attention has been given by the 88th Congress to education and much needed legislation has been placed upon the statute books.

We have not, however, come to grips, as yet, with what I hope will be one of our major concerns in the 89th Congress, the provision of general Federal aid to our public schools. To that goal I repledge and rededicate myself in the years ahead. The work we have done in connection with S. 3060 should not be considered a substitute for what is needed. It is not designed to give specific categorical assistance in meeting specific problems but these additions are necessarily piecemeal. The major job lies yet ahead.

Mr. METCALF. Mr. President, will the Senator from Oregon yield?

Mr. MORSE. I yield.

Mr. METCALF. When I served as a Member of the House of Representatives, I was a member of the Committee on Education and Labor. It was my duty and privilege to handle the impacted area program on the floor of the House of Representatives. It was also my privilege to serve on the special committee that handled the National Defense Education Act and to serve on the conference committee that considered that act.

Unfortunately, I am not a member of the Committee on Labor and Public Welfare of this body.

Mr. MORSE. Mr. President, will the junior Senator from Montana permit me to say, however, that we have considered him an ex-officio member of our Subcommittee on Education. As he knows, we have consulted him many times on educational problems, because he is one of the best informed Members of the Senate concerning the educational problems that face the youth of this country.

Mr. METCALF. I thank the Senator from Oregon. I was about to say that I have had a continuing and special interest in this field. I feel that the effective leadership and superb chairmanship of the distinguished Senator from Oregon in the educational field merit the plaudits of all the educators of America.

The Senator from Oregon has achieved in this legislation and in the legislation Congress has passed during the years he has been chairman of the Subcommittee on Education many of the objectives that the later Senator Murray, of Montana, and I tried to achieve in the Murray-Metcalf bill. Many of the benefits for which we fought but failed to achieve in the original National Defense Education Act, including a broadening of the impacted area program, have now been achieved. The boys and girls of America owe much to the senior Senator from Oregon for his effective leadership as chairman of the subcommittee.

I have brought this subject up at this time because the Senator from Oregon is discussing certain compromises that were made with the House. While compromises have been made by both Houses, no compromise on principle has been reached. They were the necessary and effective legislative compromises that all of us must make in order to recognize the legislative positions of those of good will who have different views. But never has the Senator from Oregon, whether as a member of a conference committee or in his position as chairman of the subcommittee, compromised on a basic principle.

As I listen to him discuss this conference report, and look back upon the achievements of the Subcommittee on Education in this Congress, I realize that we have taken long strides forward toward the kind of education that the boys and girls of America are entitled to. Educators owe a great debt to the Senator from Oregon. But, more than that, our talented youth—our boys and girls—who are in unfortunate circumstances and must rely on vocational education and other similar resources owe a great debt to the Senator from Oregon. I compliment him on this great achievement.

Mr. MORSE. I appreciate the compliments of the junior Senator from Montana, and I accept them in behalf of all members of the subcommittee.

The Murray-Metcalf bill did not fail; it merely failed of passage. The Murray-Metcalf bill of some years ago planted the seed. We are only reaping the harvest from that planting, because it takes time in the Senate to pass general welfare legislation. Ordinarily it takes from 8 to 12 years to pass general welfare legislation. Education legislation often takes longer.

It has taken 100 years to try to pass some major legislation at the Federal level. But at least we are working toward the end of making certain that every boy and girl in the United States has an opportunity to develop, to the maximum extent possible, his intellectual potential through the educational process. That is the goal.

The junior Senator from Montana [Mr. METCALF] and his predecessor from Montana, Jim Murray, really prepared the seedbed and sowed the seed from which we are now collecting the harvest.

Mr. METCALF. Mr. President, will the Senator yield for another moment?

Mr. MORSE. I yield.

Mr. METCALF. Mr. Murray-Metcalf bill may have prepared the seedbed, but it has been the cultivation by the Senator from Oregon and his subcommittee that has made the reaping of the harvest possible.

Mr. MORSE. The Senator from Montana is very kind. I appreciate his comment.

Mr. SMATHERS. Mr. President, will the Senator yield?

Mr. MORSE. I yield.

Mr. SMATHERS. I join Senators who are expressing congratulations and commendations to the able senior Senator from Oregon for his handling of not only the National Defense Education Act, but many of the other education legislative programs that have been before us this year.

As has been truly said, the 88th Congress will probably be known as the education Congress. Much of the credit for the accolades which this Congress will receive for the work done on education is deserved by the distinguished Senator from Oregon.

Naturally, we in Florida are deeply concerned about the National Defense Education Act. I do not believe we could get along without it. On behalf of the people of Florida, I join in commending the Senator from Oregon for his able leadership in this field. It will enable the educational level of America to stay at the high standards which it has achieved. Without his leadership, that level could not have been achieved. We are indeed grateful to him. I join all those who are commending him.

Mr. MORSE. I thank the Senator from Florida; but again, it is the committee and the whole Senate that deserve the credit for the progress that has been made.

The junior Senator from Florida has never failed to provide me with all the assistance I have asked for in trying to have meritorious bills passed by the Senate. He knew how necessary it was to have the Senate set a high standard so that we could come from the conference with a good bill. We have come from conference with a good bill.

While tributes are being paid, I wish to say that the chairman of the conference committee this year, upon my motion, was the Representative from New York, ADAM CLAYTON POWELL. He did a magnificent job of presiding over the conference. His ears and mind were always open to reason. He weighed carefully

the proposals that were made. He deserves high credit for our ability to reach a final agreement in conference on the bill now brought before the Senate in the form of the conference report.

Mr. MANSFIELD. Mr. President, this is an occasion which should be noted in the annals of the Senate.

The distinguished Senator from Oregon [Mr. MORSE] has been responsible for more, good, educational legislation than anyone, I believe, in the history of the Senate. He has shown his skill not only on the floor in managing the bill and having it reported by his committee, but also by showing his understanding, his tolerance and his ability to recognize the other man's point of view.

In conference, he has been a stalwart supporter of the position taken so far as the Senate was concerned.

It should be noted that were it not for the extraordinary and effective efforts put forth by the distinguished chairman of the committee, the senior Senator from Oregon [Mr. MORSE], aided and abetted by such outstanding Senators as the distinguished Senator from Vermont [Mr. PROUTY], the distinguished Senator from New York [Mr. JAVITS] and all the other Senators on that committee, much of this proposed legislation would not have seen the light of day.

I know from personal experience—very personal experience—how difficult the load has been at times for the Senator from Oregon [Mr. MORSE].

I express to him as majority leader of the Senate my gratitude for the fine work he has done, for the understanding which he has shown, and for the results which he has achieved.

Mr. President, I ask unanimous consent that I may have printed at this point in the RECORD a letter to the Senator from Oregon [Mr. MORSE] from the Senator from Vermont [Mr. PROUTY] under date of October 2, 1964, which covers this subject in part.

There being no objection, the letter was ordered to be printed in the RECORD, as follows:

U.S. SENATE, COMMITTEE ON LABOR
AND PUBLIC WELFARE,

October 2, 1964.

HON. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR WAYNE: I hope to begin my campaign rather shortly and I want to take this opportunity before I leave to tell you how much I appreciate your public spirited leadership on National Defense Education Act, S. 3060 and with respect to all of the major education legislation approved by the 88th Congress.

No chairman of the Education Subcommittee has ever compiled a comparable record.

If everything goes well this November I shall be working with you again next year, and I certainly look forward to it.

Please express to Charlie Lee my gratitude for his very able cooperation and counsel.

With kindest personal regards, I am,
Sincerely,

WINSTON L. PROUTY.

Mr. MANSFIELD. Mr. President, I again commend and congratulate the distinguished Senator from Oregon—one of the most effective Members of this body—

for the fine work he has done down through the years in the field of educational legislation, among others.

Mr. MORSE. Mr. President, I am deeply moved by what the majority leader said. I am about to read the conclusion of my statement, in which I refer to the Senator from Montana.

My committee could not have accomplished the results it did, had we not at all times had the cooperation of the majority leader, the majority whip, the minority leader, and the minority whip in the Senate. We have been able to do this because we have had an understanding and cooperative leadership.

I am particularly indebted to the Senator from Montana [Mr. MANSFIELD] for his never failing willingness to cooperate with me in the presentation of bills at the time when it was most auspicious to present them with the goal of passage in mind.

I thank the majority leader very much. I am tempted, in view of the kind remarks that the Senator from Montana, the Senator from Vermont, and others have made, to extract some of these statements for future reference, and for the political education of the people of my State. I want Senators to know that I appreciate their generosity very much.

Mr. RANDOLPH. Mr. President, will the Senator yield?

Mr. MORSE. I yield.

EDUCATION NEEDS OF WEST VIRGINIA AND THE NATION ADVANCED BY PASSAGE OF THE NATIONAL DEFENSE EDUCATION ACT AMENDMENTS OF 1964—SENATOR MORSE LAUDED FOR LEADERSHIP

Mr. RANDOLPH. Mr. President, after careful consideration in both Houses of Congress, and lengthy meetings between conferees, the National Defense Education Act Amendments of 1964 have been returned to the Senate for final action.

As a member of the Education Subcommittee of the Senate Committee on Labor and Public Welfare, and as one of the Senate conferees, it has been my responsibility to participate carefully in the development of this vital legislation. In my belief this measure represents a meaningful move forward in our Nation's drive toward increased educational opportunity for all our citizens. It embodies the expansion and improvement of a program which is already proven in effectiveness.

I wholeheartedly congratulate and commend my distinguished colleague, the senior Senator from Oregon [Mr. MORSE] for his energetic and efficient management of this bill. As the diligent and dedicated chairman of the Education Subcommittee, he has labored long, and I am confident that his efforts are being recognized by all Americans who are concerned with the future of our land and the well-being of its younger citizens.

Should the National Defense Education Act Amendments of 1964 achieve final congressional approval today—and I believe they will—important assistance would be made available to citizens and educational institutions in West Virginia and the Appalachian region. Here, where education must become the means for individual and economic reclama-

tion, this measure will be especially significant.

For example, the conference report which we consider carries legislative authorizations which would allocate to West Virginia an estimated \$6,345,773 under the student loan provisions of title II. This total would be applied over a 4-year period beginning in fiscal 1965.

Under the provisions of title III, funds will be made available to public and non-public schools for the acquisition of equipment for the teaching of science, mathematics, modern foreign languages, and other critical subjects. These legislative authorizations include financial aid for State administration and supervision, and would total nearly \$5 million during the next 4 fiscal years.

Guidance, counseling and testing are educational services which are recognized as being especially vital in West Virginia. Under title V of the National Defense Education Act Amendments of 1964, the State would be authorized an estimated \$1.1 million to improve and expand these functions.

It is evident, then, that under these three titles alone the National Defense Education Act Amendments of 1964 would be worth an estimated \$12.4 million to West Virginia during the next 4 fiscal years.

Mr. President, I am confident that when signed into law by the President, this measure will have far-reaching effect in raising educational standards and broadening educational opportunity in all parts of our Nation. Education is the key to America's future and ultimately, our strongest weapon in the continuing struggle for the freedom and dignity of man. I support without reservation the conference report which is before us, and earnestly urge speedy Senate passage of the National Defense Education Act Amendments of 1964.

Mr. President, I particularly desire to call attention to the matter of the reading provisions which have been emphasized by the diligence of the chairman of the Subcommittee on Education of the Senate Committee on Labor and Public Welfare. The Senator has been most gracious in referring to my interest in the subject matter, not only in the subcommittee and the committee, but also, and especially, in the conference committee. Merited recognition has also been given to the Senator from Vermont for his intense interest in this subject.

In West Virginia, as was set forth so cogently in a communication from the executive secretary of the West Virginia Education Association, Phares E. Reeder, we need teachers who are proficient and skilled in the teaching of reading to the boys and girls in our State.

A thoughtful and lucidly written letter from Mr. Reeder was especially helpful to the conferees in highlighting aspects of this problem as it exists in West Virginia, and in other States. I request unanimous consent that Mr. Reeder's letter of September 22, addressed to me, be printed at this point in my remarks.

There being no objection the letter was ordered to be printed in the RECORD as follows:

SEPTEMBER 22, 1964.

Hon. JENNINGS RANDOLPH,
Senate Office Building,
Washington, D.C.

DEAR SENATOR RANDOLPH: In the 21 years that I have served as executive secretary of the West Virginia Education Association, I have been vitally concerned with the problem of school dropouts. I believe that our State was about the first in the Nation to make a study of this problem. That was conducted in the late 1940's and has been continued since then. Now this matter has become a major national concern.

As a result of these years of study in relation to the dropout problem, I am convinced that one of the major causes contributing to dropouts is the inability to read. I have discussed this inability to read with hundreds of primary teachers. The conclusion one must draw from this discussion is that at least one-fourth of all boys and girls who enter school will have acute reading problems. It is our belief that the greatest single need in the way of preventiveness lies in the training of special reading teachers who can give adequate time and teaching skill to these boys and girls who are destined to be school dropouts.

This brings me to the purpose of this letter directed to you. It is my understanding that you are a member of the Senate Conference Committee on the National Defense Education Act as carried in S. 3060. As I understand it, the Senate version of Title III expansion adds to mathematics, science, and modern foreign language the subject areas of English, history, geography, and civics. The House version appears to add only reading and English taught as a second language. I would hope that the word reading could be included in the Senate version and the conference committee prevailed upon to accept title III as proposed by S. 3060.

I already have set forth the reason for the inclusion of reading. I would hope that the language of the bill would be of such nature that select elementary teachers could be given assistance for developing themselves into special teachers of reading.

The further extension of title III to include English, history, geography, and civics seems to me to be most vital. Few people are aware of the fact that in our own State the public elementary and secondary schools have responsibility for the total education of more than 85 percent of its children and youth. In other words, fewer than 15 percent enter college. You see, Senator, we have for too long based college entrance upon those who are graduated from high school—being totally unmindful of the great numbers that drop out of school before the completion of high school.

I am convinced that the true defense of America is an internal one. The National Defense Education Act has only begun to get at the very heart of it. If we do not strike and strike hard at these educational deficiencies of our children and youth, we all shall stand guilty of the consequences of the future. A nation can be no stronger than the educational level of its people—an education steeped in the heritage and the moral and spiritual values that have made this country of ours so great.

Extending to you my best personal wishes, I am,

Sincerely yours,

PHARES E. REEDER,
Executive Secretary.

Mr. RANDOLPH. Mr. President, remedial reading is important, but there is also a basic reading which we need. What the conference has done in the report—which I am sure will be approved within minutes in the Senate under the leadership of the senior Sena-

tor from Oregon—is broad enough. Its scope is sufficient. Its recognition of need is brought to the surface through the use of the word “reading,” which covers both basic and remedial reading. I think this was an extremely important contribution of the conferees.

This legislation represents not a hand-out, but a hand of compassion and understanding extended to citizens of West Virginia and other States. If it is not inappropriate I wish to paraphrase a poem of Ella Wheeler Wilcox. In that poem, she had spoken of the beggar who came and asked for money. It was given to him. Later the beggar returned. The money had been spent, but he was still cold and hungry. Then, a thought was given to that beggar. And, because of the thought, not the gift, he was given the inspiration to succeed in life.

I paraphrase that poem in these words:

Our country gave to a citizen from its store. He spent the shining ore, and came again and yet again, still needy, as before. We gave a thought, and from that thought he found himself—supreme, divine, better educated, and crowned with blessings manifold. He is poor no more.

That is what the senior Senator from Oregon has done, not in the past few days, weeks, or months, but through the years. He has given of himself in this type of legislation which deals, not with the exploitation of natural resources, but with the conservation and advancement of human resources. I commend him.

I do not wish to indulge in superlatives. It is not necessary. The Senator has indicated that he might make a compilation of the expressions today by Members of the Senate. I feel that not only the citizens of Oregon, but also the citizens of the country recognize the achievements of the Senator. They will not forget the record which the senior Senator from Oregon has been writing for so many fruitful years, especially in the field of education.

To say that the Senator from Oregon is articulate is not enough. His words are clothed with meaning. It is not enough to say that the Senator from Oregon is astute. This is true. But his astuteness brings the leadership which is necessary to conciliate the differences in the approaches to basic legislation such as we are considering today.

It is not even enough for me to say that every Senator is knowledgeable about these matters. This is important because his knowledge causes him to be understanding. How necessary that is, as we think in terms of educational programs.

I remember the recent conference. The Senator from Oregon was constructive in compromise. But he was firm in conviction. He never failed to reflect the thinking of the Senate; and all Senators on both sides of the aisle are appreciative of that fact.

Mr. President, I received a long distance telephone call from the Senator from Pennsylvania [Mr. CLARK], who is unavoidably absent today. He is a valued member of the Subcommittee on Education. He wanted to have a part in what was said in commendation of the Senator from Oregon. He asked me

to express for him his gratitude for having worked with this subcommittee on this important legislation, but he also wanted to be recorded as one of those who recognized and applauded the continuing service of the Senator from Oregon in the field of education.

I believe that all Senators could in essence join in these words of praise.

We are most grateful. I am very conscious of the privilege which has been accorded me to stand for, with, and perhaps even behind the Senator from Oregon as he has moved the educational programs of this country forward. To have served with him has been a privilege that I shall always cherish.

Mr. MORSE. I say to the Senator from West Virginia in all humility, that once more I am his beneficiary, greatly enriched by his expression of confidence. But I repeat that we did whatever was done in the bill together, and I think this is a fitting time to say to him and to the Senator from Vermont [Mr. PROUTY] that their insistence on the institute authorizations in the bill, so that we have a very broad institute authorization, will make it possible for many teachers in this country, particularly of both English and reading, to take refresher courses and be brought up to date on the latest techniques that have been developed for the handling of reading problem cases in the schools. The knowledge that the Senator from Virginia and the Senator from Vermont have in regard to this problem is one of the greatest contributions to the bill.

The Senator will remember that there was an attempt to get us to weaken the institute program. That is what I meant when I said earlier in my speech that the Senator from West Virginia has that great ability to sit patiently and respectfully until he hears all sides, and then he makes it very clear that he will not go along, unless the committee is willing to follow where the facts lead. The facts made very clear that the institute programs should be supported. The Senator from West Virginia [Mr. RANDOLPH] and the Senator from Vermont [Mr. PROUTY] are more responsible than any of the rest of us for getting the institute section in its broad scope into the bill.

Mr. PROXMIRE. Mr. President, will the Senator yield?

Mr. MORSE. I yield to the Senator from Wisconsin.

Mr. PROXMIRE. The 88th Congress has been one of the greatest Congresses we have ever had. That statement is true certainly in the field of rights, in the field of economics, and in the field of peace. The achievements of this Congress in those fields have been outstanding in American history.

But nowhere have our achievements been more sharp, clear or obvious than in what I believe must be this most important domestic concern of our Nation. That is in the field of education.

Today the distinguished Senator from Oregon [Mr. MORSE] is once again shepherding a great education measure on the floor of the Senate—the conference report on the National Defense Education Act.

The conference report, which is excellent in every respect, provides for an extension, an expansion, and an improvement of the National Defense Education Act.

The distinguished Senator from Oregon is a most unusual Senator. I am sure all of us would have to agree that if we were to select any Senator out of the 100 Senators for unusual qualities, we would select the Senator from Oregon perhaps as No. 1. He is unusual because he is superlatively able. I do not know of any man more able than the Senator from Oregon. He is highly articulate; he is very persuasive, and his infinite charm.

At the same time, all of us at one time or another have vigorously disagreed with the Senator from Oregon. As one who has been in a number of liberal fights on the side of the Senator from Oregon, I say that even when we are working together the Senator from Oregon is not the easiest colleague with whom to work. But that is because he is an independent soul, because he has deep convictions, and because he knows when he should not and must not compromise.

At the same time, I do not believe there is a more effective legislative artisan in the Senate than the Senator from Oregon. The reason that the 88th Congress is perhaps the greatest educational Congress in history—certainly, the greatest in 100 years—is not an accident. It is not because the time has come for educational legislation. It is because there is in the Senate a man who is deeply dedicated to education, a man of extraordinary ability, and a man who has been able to produce again and again. The schoolchildren of America, the teachers of America, and the parents of America should be grateful for WAYNE MORSE. They do not have a better friend in the U.S. Senate or a man who has done more for them.

So far as the strength of our country is concerned, our strength depends more than anything else upon the intelligence, the skill, and the ability of the American people. That is our fundamental resource; and the Senator from Oregon has done a magnificent job in contributing to the future strength of America. No man has done more.

Mr. MORSE. My friend from Wisconsin is overly generous. I assure him that on rare occasions when I disagree with my colleagues my attitude is impersonal and highly professional. It has been a great pleasure to stand shoulder to shoulder with the Senator from Wisconsin on many sound liberal causes in this body, because he and I both have sought to carry out what we recognize as our primary obligation—to find out what the facts are and to test them against the question, “Do they support the public interest?” and then vote accordingly. That is our primary obligation.

I say from this desk to the people of Wisconsin today that that is the kind of Senator they have in the United States Senate in the person of Senator WILLIAM PROXMIRE. It has been my privilege to count myself as one of his close colleagues in the Senate.

Mr. BIBLE. Mr. President, will the Senator yield?

Mr. MORSE. I yield.

Mr. BIBLE. I would not wish to permit this opportunity to go by without paying my respects and commendation to the senior Senator from Oregon for the landmark work that he has done in this particular field. I recognize him as a leader in many fields, but in the field of education he is probably the foremost leader. I salute him for a task well done.

I wish to comment on one particular phase of the bill which I know from firsthand knowledge is the brainchild of the Senator from Oregon. For the first time there has been written into proposed legislation a provision which would make the impacted provisions of the general law applicable to the District of Columbia. Four or five years ago the Senator from Oregon first stood on the floor of the Senate and made that point very clearly, succinctly, and correctly. I am happy to see that finally that idea has been recognized by the Congress as a whole. As a result the District of Columbia will receive approximately \$5 million a year as its share from the impacted area provisions of the general law. As the Senator so correctly pointed out some years ago, there was never any real reason why the District of Columbia should not be considered in exactly the same light as are our 50 States.

For his work in relation to that one item, as well as all items in the bill, I salute the Senator from Oregon.

Mr. MORSE. Mr. President, the Senator from Nevada has spoken about leadership. He is my leader. The Senator from Nevada [Mr. BIBLE] is chairman of the Senate Committee on the District of Columbia of which I have the privilege of being a member. He and I have stood together on the District of Columbia Committee seeking to obtain recognition for the District of Columbia in connection with impacted area benefits. As the Senator from Nevada has pointed out, there has been no logical reason for not including the District of Columbia these many years. We are squeezed between Maryland and Virginia, both States being the beneficiaries of millions of dollars of grants under the impacted areas legislation. We all know that in the District of Columbia there are some schools that particularly need the aid. I have brought out earlier in my statement that we have a commitment from the school authorities in the District that the money will be spent in the poorer schools in the District where it is most sorely needed. It appears that schools in such areas will receive the benefit annually of approximately \$4.5 million to \$5 million.

But again I say that no one Senator did it alone. I had the support of the District of Columbia Committee, and its able chairman, the Senator from Nevada [Mr. BIBLE]. I had the support of many Senators on the Education Subcommittee most of whom either now serve, or have served on the Senate District Committee. Senator RANDOLPH, as I recall, served, when in the other body, as chairman of the House District Committee.

We happen to be the vehicle for the deliverance of the impacted area legislation. I am very proud that we have righted a wrong, that had existed for too long a time, through this conference report.

Mr. President, once again I wish to express my thanks to my colleagues who have stood shoulder to shoulder with me in this session in working the will of the Senate on educational legislation. On behalf of the Education Subcommittee, I express to our majority leader and to our assistant majority leader our deep thanks for the way in which they have, at every opportunity, smoothed our legislative path and strongly supported the goals of our legislation.

I particularly thank the Senator from Montana [Mr. MANSFIELD], the majority leader, for his never failing cooperation with our committee for scheduling legislation at the most auspicious times as recommended by the committee.

We are indebted to them and to the many Senators on both sides of the aisle who have supported the position of the committee.

We are grateful, too, for the leadership of the administration from the President, and from the Secretary of Health, Education, and Welfare, through every echelon of the Office of Education. I thank them for the counsel and advice we have received. The strong case that has been made for this bill and for the others could not have been made without the factual evidence and policy decisions which were taken downtown. Secretary Celebrezze and Assistant Secretary Wilbur Cohen were always available when they were needed.

As chairman of the subcommittee, I conducted what I jocularly referred to as seminars. I would ask members from the executive departments to attend our seminars as "students." I would assign to them what I called term papers when we called for research into particular subjects. The work would be assigned to them or to their assistants, who would submit reports.

Upon Commissioner Keppel and his staff associates, Dr. Peter Muirhead, and Dr. Samuel Halperin, fell of course, the burden of providing us with the detailed informational materials which were consistently sought and invariably procured. On behalf of the committee I thank them and ask them to express to each of the departments and divisions of the Office of Education our appreciation for their magnificent and efficient provision of the logical case which was built in support of the legislation.

I wish also to express my deep appreciation, as I have on many other occasions, to the staff members attached to minority on the committee and to the minority staff members of senatorial offices who were unfailingly cooperative.

Mr. Mike Bernstein, minority counsel, and his associates, Mr. John Stringer and Mr. Ray Hurley, while he was with the committee, although fully fulfilling their obligations to the minority were also, on the noncontroversial items, of tremendous help to the majority staff. Mr. Tom Hayes, administrative assistant to Senator PROUTY, Mr. Alan Lesser, execu-

tive assistant to Senator JAVITS, and Mr. Norman Halliday, legislative assistant to Senator JORDAN, all were most helpful and cooperative in their relationships with the committee staff on this bill.

I do not hesitate to acknowledge my personal indebtedness, upon occasion, for the advice given in response to my requests by Mike Bernstein.

I feel sure also that the subcommittee would wish me to express my appreciation to the majority staff members on the committee, and in particular to our committee counsel, who sits to my right at this moment, who has with deft diligence taken much of the burden from our shoulders in the marshaling of the evidence. I am personally indebted to Jack Forsythe, Charles Lee, who stands at the wall at present, and their associates for their fine staff work on all our educational legislation.

They are, in truth, the brain trust of the chairman of the committee and the members of the subcommittee.

I wish also to thank the girls of the committee office who worked long and hard throughout the course of this Congress in the preparation of our evidence.

I am very appreciative of the help given the subcommittee by Mr. Bob Perrin, Senator McNAMARA's administrative assistant, Mr. Dick Yarborough, legislative assistant to Senator YARBOROUGH, the legislative assistant to Senator CLARK, Mr. Ralph Widner, and by Mr. Dick Royce, who is associated with Senator RANDOLPH.

Mr. President, this completes my presentation. I yield the floor, and I ask unanimous consent that there be printed at this point in my remarks as attachment A a summary and table relating to the conference bill.

There being no objection, the summary and table were ordered to be printed in the RECORD, as follows:

ATTACHMENT A

NATIONAL DEFENSE EDUCATION ACT AMENDMENTS (S. 3060)

Amendments agreed upon by Senate-House conferees, September 24, 1964.

CONFERENCE REPORT

Three-year extension of entire act.

Title I—General provisions

After reference to imbalances in our educational programs omits the language: "which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology."

Title II—Student loans

Increases authorization to \$163.3 million in fiscal year 1965 from present \$135 million, \$179.3 million in 1966, \$190 million in 1967, and \$195 million in 1968.

Removes annual institutional ceiling of \$800,000.

Extends loan program to accredited post-secondary business schools and technical institutions, public and nonprofit private.

Defines eligible institutions of higher education to make specific reference to public and other nonprofit collegiate and associate degree schools of nursing.

Eliminates special consideration provision for prospective elementary school teachers and for students with superior background in science, mathematics, engineering, and language. Replaces with provision giving priority for the granting of loans to students with "superior academic background."

Increases yearly limit on loans to graduate and professional students from \$1,000 to \$2,500; increases aggregate limit for such students from \$5,000 to \$10,000.

Authorizes institutions to extend moratorium on loan repayments (but not on accrual of interest) to part-time students.

Extends "forgiveness" to teachers in non-profit private elementary and secondary schools and institutions of higher education.

Allows part-time students carrying at least a one-half academic workload to receive loans.

Title III—Financial assistance for strengthening instruction in science, mathematics, modern foreign languages, and other critical subjects

Expands the program for equipment acquisition and State supervision by adding English, reading, history, geography, civics; increases authorization from present \$70 million annually to \$90 million for acquisition of equipment; from present \$5 million annually to \$10 million for State supervision and administration.

Provides for promulgation of allotment ratio biennially, and increases the minimum yearly allotment to each State to \$50,000.

Authorizes schools to use equipment for other subjects "if there exists a critical need therefor."

Provides for the computation of the rate of interest on loans to nonprofit private schools for each fiscal year rather than for each month.

Title IV—National defense fellowships

Increases maximum number of fellowships to 3,000 in fiscal year 1965; 6,000 in 1966; 7,500 in 1967; and 7,500 in 1968. In fiscal year 1965, one-half of the fellowships, and not less than one-third of the fellowships in fiscal years 1966, 1967, and 1968 must be in "new or expanded" study programs.

In determining number of fellowships to be awarded for study at any one institution, Commissioner must consider national and regional need for facilities.

Limits award to include any person studying for a Ph. D and intending to teach, or continue to teach, in an institution of higher education.

No awards for study at a "school or department or divinity."

Adjusts fellowship stipends for full calendar year of study and permits awards for any 3 years of graduate study.

Title V—Guidance, counseling, and testing

Increase authorizations to \$24 million in fiscal year 1965 from present \$17.5 million; \$24.5 million in 1966; \$30 million in 1967; and \$30 million in 1968.

Extends program to all elementary grades, public junior colleges, and public technical institutes.

Authorizes guidance and counseling institutes at not less than the present level of \$7.25 million. These institutes are for counseling and guidance personnel in elementary or secondary schools, or in institutions of higher education (including

junior colleges and technical institutes). Stipends may be paid to all who attend institutes.

Title VI—Language development

Increases authorization for language development program (VI-A) to \$13 million in fiscal year 1965 from present \$8 million; \$14 million in 1966; \$16 million in 1967; and \$18 million in 1968.

Modern language institutes (see title XI).

Title X—Administration and improvement of State statistical services

Requires State agency to keep records and afford access thereto.

Requires accounting procedures to assure proper disbursement of Federal funds, "including such funds paid by the State to the local educational agencies."

Title XI—Training institutes

Authorizes \$32.75 million each for fiscal years 1965-68 for institutes for teachers or supervisors (or student teachers or supervisors) of modern foreign language, reading, history, geography, English, disadvantaged youth, school library personnel, educational media specialists.

Stipends may be paid to all who attend institutes.

Federally affected areas

Extends the federally impacted areas legislation (Public Laws 815, 874) for 1 year and directs a study of the effects of these laws. Includes District of Columbia in this program.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—OFFICE OF EDUCATION

National Defense Education Amendments, 1964

	1965	1966	1967	1968	1969
NEW OBLIGATIONAL AUTHORITY					
Title I—Amendments to National Defense Education Act of 1958:					
Title II—Student loans	\$10,300,000	\$120,900,000	\$191,900,000	\$195,000,000	\$101,000,000
Title III—Science, mathematics, modern foreign languages, and other critical subjects	10,000,000	100,000,000	100,000,000	100,000,000	—
Title IV—Graduate fellowships	9,950,000	44,698,500	87,973,000	123,937,500	91,312,500
Title V—Guidance, counseling, and testing:					
Grants to States	3,000,000	24,500,000	30,000,000	30,000,000	—
Institutes for counseling personnel	—	7,250,000	7,250,000	7,250,000	—
Title VI—Language development	5,000,000	14,000,000	16,000,000	18,000,000	—
Title VII—Educational media research	—	5,000,000	5,000,000	5,000,000	—
Title X—State statistical services	—	2,750,000	2,750,000	2,750,000	—
Title XI—Institutes for critical subjects	22,750,000	32,750,000	32,750,000	32,750,000	—
Title II—School assistance in federally affected areas:					
Public Law 815	—	38,410,000	—	—	—
Public Law 874	5,000,000	241,145,000	—	—	—
Subtotal	66,000,000	631,403,500	473,623,000	514,687,500	192,312,500
Administrative expenses:					
Personnel compensation	454,440	840,000	885,000	885,000	477,000
Other	545,560	711,000	750,000	750,000	403,000
Subtotal	1,000,000	1,551,000	1,635,000	1,635,000	880,000
Total new obligational authority	67,000,000	632,954,500	475,258,000	516,322,500	193,192,500
EXPENDITURES					
National Defense Education Act:					
Title II—Student loans	10,300,000	120,900,000	191,900,000	195,000,000	101,000,000
Title III—Science, mathematics, modern foreign languages, and other critical subjects	10,000,000	97,840,000	100,000,000	100,000,000	2,160,000
Title IV—Graduate fellowships	—	9,950,000	44,698,500	87,973,000	123,937,500
Title V—Guidance, counseling, and testing:					
Grants to States	3,000,000	24,500,000	30,000,000	30,000,000	—
Institutes for counseling personnel	—	2,175,000	7,250,000	7,250,000	5,075,000
Title VI—Language development	800,000	6,440,000	14,320,000	16,320,000	15,120,000
Title VII—Educational media research	—	1,000,000	5,000,000	5,000,000	4,000,000
Title X—State statistical services	—	2,750,000	2,750,000	2,750,000	—
Title XI—Institutes for critical subjects	13,650,000	28,750,000	32,750,000	32,750,000	13,100,000
School assistance in federally affected areas:					
Public Law 815	—	1,921,000	23,046,000	9,602,000	3,841,000
Public Law 874	—	163,217,000	79,578,000	—	—
Subtotal	41,100,000	459,443,000	531,292,500	486,645,000	268,233,500
Administrative expenses	920,000	1,507,000	1,628,000	1,635,000	941,000
Total expenditures	42,020,000	460,950,000	532,920,500	488,280,000	269,174,500
Number of positions	85	135	135	135	80
Man-years of employment	54	122	131	131	80

Mr. HART. Mr. President, before the Senator yields the floor, may I briefly express some thoughts?

Mr. MORSE. I yield to the Senator from Michigan.

Mr. HART. I have listened to the expressions of appreciation and praise voiced about the Senator from Oregon [Mr. MORSE] by others of my colleagues here. I share in each of those expressions. Some were couched in language I would not be able to master if I had time carefully to write it. But the main thought which underlies the feelings of each of us, I believe, is that Senator Morse, more than any other Member of this body, bears the responsibility for developing legislation which serves the most precious asset which this country possesses. It is its children and its young men and young women.

If America is to succeed in this now very tiny world, it requires the maximum development of the potentials of our young men and young women. If we succeed in this effort, history will find, I think, that we have succeeded as a people because of that. If we fail, history may note the United States as a nation which occupied the center of the stage, as some other nations have, but then becomes, as other once leading nations, a footnote in history.

So I think there is no greater responsibility borne by the Senate than that borne by the chairman of the Education Committee. This conference report is a dramatic demonstration of the effectiveness with which he carries that responsibility and the leadership he gives us.

This conference report reflects, if I may be very practical about it, the shrewdness, the astuteness, of the Senator from Oregon as a bargainer.

We ought to look at the figures authorized by the Senate version for the purpose of education and its broad ramifications, then at the figures the House proposed, and then at the figures which the Senator from Oregon [Mr. MORSE] brings before us in the conference report. Rounding out the dollars, we find that the Senator's version proposed the amount of \$1,870,000,000. The House version would have limited the figure to \$1,180,000,000. The Senator from Oregon [Mr. MORSE] presents a conference bill which authorizes \$1,800 million.

This is one little rule of thumb by which the people of America may measure the effectiveness of the Senator from Oregon.

I am delighted, of course, to see the substantial sums that will be coming to Michigan under titles 2 and 3. Beyond that, I am grateful that the cause which the Senator from Oregon has undertaken and advocated for some years has been brought closer to fruition. For example, loan forgiveness and institute stipends are now available to teachers in non-public as well as public institutions.

I could continue by citing other improvements in the bill, but I want to sum up simply by saying that I am the father of eight children, and I know the excellence of their educational opportunity will be measured in part by what we in the Congress do. Nothing America undertakes, including the race to the

moon, has a priority greater than our responsibility for provision for the intellectual and physical welfare of the young men and women of our country who will be coming into adult leadership a few years from now.

Finally, I am glad that we have included all the disciplines, and not merely the mathematicians and linguists, and scientists, because if the mathematicians and scientists develop still more awesome weapons, it requires a citizenry with a balanced sense of history to decide and insure that they shall be prudently used or controlled.

So we come to the close of the session with no more dramatic demonstration of carrying out that responsibility than the proposal which the Senator from Oregon [Mr. MORSE] has before the Senate. I thank him for another significant contribution to America and its people.

Mr. MORSE. Mr. President, I respond by saying first to the people of Michigan that their two Senators have always given complete cooperation to my Subcommittee on Education bills.

They recognize that the greatest resource we have is our youth. Unless we develop to the maximum extent possible the brainpower of our country, we cannot keep ahead of Russia. If we cannot keep ahead of Russia in manpower, we had better see to it that we keep ahead of her in brainpower.

The two Senators from Michigan have recognized the importance of that fact, and they have worked with me with great cooperation throughout the years that they have served in the Senate.

The senior Senator from Michigan [Mr. McNAMARA] is necessarily absent at this moment. I wish the junior Senator from Michigan to know that as a member of the subcommittee and one of the conferees on the bill, the senior Senator from Michigan has been of great assistance in bringing forth a bill which, from the standpoint of meeting some of the needs of education of our country, is the strongest bill that we have ever brought to the floor of the Senate.

Mr. President, the senior Senator from Texas [Mr. YARBOROUGH], who participated extensively in the hearings, committee consideration, and who was a stalwart source of strength to me in the conference committee actions which have produced this extension of the National Defense Education Act and the impacted areas school aid, is necessarily absent today.

As I earlier indicated I greatly appreciate his contributions to the successful passage of this bill through the Congress, and I ask unanimous consent that a statement he intended to deliver today be inserted at this point in the RECORD.

There being no objection, the statement was ordered to be printed in the RECORD, as follows:

STATEMENT BY SENATOR YARBOROUGH

We Americans are children of that phase of intellectual history known as the Enlightenment, a golden age in which men came to believe that a better life was possible through the use of reason and education. The 88th Congress has reaffirmed America's trust in the values of its ancient heritage, by the advances which have been

made here in the name of education. This Congress has already passed the Vocational Education Act of 1963, the Higher Education Facilities Act of 1963, the Health Professions Educational Assistance Act of 1963, the Manpower Development and Training Act of 1963, the Nurse Training Act of 1964, the Library Services and Construction Act of 1964, and the Economic Opportunity Act of 1964. Soon we shall take final action on the last of the major education bills of the 88th Congress, the 1964 Amendments to the National Defense Education Act and impacted areas legislation.

I should like to pay tribute to my chairman on the Education Subcommittee, the senior Senator from Oregon, Mr. MORSE. His knowledge of the educational need of this Nation is unsurpassed. His vigor in pressing the fight for better education is unmatched. Truly no man has done more for American education than has WAYNE MORSE.

The conference report on the National Defense Education Act extension bears witness to the negotiating skill of our chairman. I believe it is fair to say that the final version is very favorable to the Senate position. The program of loans and matching grants to schools for the purchase of equipment was broadened to include materials for the teaching of English, reading, history, geography, and civics. The institutes for the advanced training of teachers were expanded to include teachers of English, history, and geography. School librarians, education media specialists, and teachers of handicapped children were also added. The authorization for loans for college students was increased by steps to \$195 million in 1968. The number of graduate fellowships was increased by steps to 7,500 in 1967 and 1968.

Aid for education can be justified from many levels—from National, State, and local governments, from foundations, from labor and business, and from individuals. As an elected official from my State, I have worked at the Federal level for programs to aid Texas education. In 1963 the programs authorized by the National Defense Education Act contributed \$9.7 million to Texas education. In that same year the Office of Education spent a total of \$29.4 million on all its educational programs in Texas. Estimated figures for 1964 are \$11.9 million under the National Defense Education Act and \$51.4 million for all programs administered by the Office of Education.

I am hopeful that the achievements of the 88th Congress, the "Education Congress," will point out the need for devoting more resources to the improvement of education in this country. For although the Federal Government has taken the lead, it cannot and should not bear the burden alone. I look to the future with confidence that the challenge thrown down by the Education Congress will be accepted across the land and that a new era for the cause of education will have come into being these past 2 years.

Mr. PROUTY. Mr. President, S. 3060, the National Defense Education Act amendments bill is a forward-looking measure of considerable significance to Vermont and the Nation.

Vermont's current allotment for student loan money is about \$466,000. The bill would raise this allotment gradually over a four fiscal year period to \$673,000.

Nonpublic schools in Vermont are currently eligible to receive loans for equipment in the amount of \$24,291. This figure will go up to \$31,232 for this fiscal year and for each of the following 3 years.

Grants to Vermont for supervisory purposes will go from the present \$20,000 to \$50,000 annually.

Moreover, Vermont which is now eligible for an allotment of \$50,000 for guidance, counseling, and testing will see that allotment gradually increased to \$62,652 annually.

On two occasions, the Senate has approved my bill to extend loan forgiveness to teachers in nonprofit, private and elementary secondary schools, and institutions of higher education. Each time the House failed to act on this measure. However, the loan cancellation provision was inserted in S. 3060 and now anyone who borrows from National Defense Education Act loan funds can get up to 50 percent of his loan canceled if he later teaches at a school or college—whether public or private.

Also embodied in S. 3060 is the language of the Keating-Prouty bill which would allow private school teachers to receive the same stipends as public school teachers receive when they attend National Defense Education Act institutes.

Recognizing the fact that present law should be broadened, the Labor and

Public Welfare Committee is proud to report that our schools may soon purchase, by reason of this pending legislation, teaching equipment for English, reading, history, geography, and civics. In the past, equipment purchases could be made with Federal assistance only in the fields of science, foreign languages and mathematics.

We have a good bill here—one which will tend to encourage a balanced emphasis on all subject matter. The bill is very necessary because there has been a danger that too much stress might be put on the sciences to the detriment of other areas of study.

In the Senate this has been a bipartisan bill. It was drafted with care and will improve our educational system without an iota of Federal control.

Mr. President, I ask unanimous consent that there be printed in the RECORD at this point the estimated authorizations for the State of Vermont under amendments to the National Defense Education Act.

There being no objection, the statement was ordered to be printed in the RECORD, as follows:

Estimated authorizations for the State of Vermont under amendments to the National Defense Education Act (conference version)

	Current allotment, fiscal year 1965	Authorization			
		1965	1966	1967	1968
Title II student loans.....	\$466,044	\$563,741	\$618,975	\$655,914	\$673,175
Title III instructional assistance grants to States for acquisition of equipment and minor remodeling:					
Loans for nonpublic schools.....	24,291	31,232	31,232	31,232	31,232
Grants for public schools.....	157,984	203,123	203,123	203,123	203,123
Grants to States for supervision.....	20,000	50,000	50,000	50,000	50,000
Grants for guidance, counseling, and testing.....	50,000	50,074	51,124	62,652	62,652

Mr. PROUTY. Again, Mr. President, I congratulate the distinguished senior Senator from Oregon, and, indeed, all the members of the Labor and Public Welfare Committee, and I express my heartfelt thanks to Mr. Charles Lee, Mr. Mike Bernstein, and Mr. Jack Forsythe, whose counsel proved to be invaluable.

Mr. MANSFIELD. Mr. President, I compliment the distinguished Senator from Vermont on the statement he has made. I congratulate him personally for the fine work he has done as the ranking minority member of the subcommittee handling educational matters. Down through the years he has been a stalwart in this field. His contributions have been great, and his understanding of the needs in this particular area have always been to the point, and always nonpartisan.

In addition to what I have had to say about the distinguished ranking minority member of the committee, I feel credit should go also to the distinguished Senator from West Virginia [Mr. RANDOLPH], who is on the floor, and who contributed so much to this accomplishment; also to the distinguished Senator from Pennsylvania [Mr. CLARK], the distinguished Senator from Texas [Mr. YARBOROUGH], the distinguished Senator from Michigan [Mr. McNAMARA], and the distinguished Senator from Alabama [Mr. HILL].

In addition to the distinguished Senator from Vermont, who now has the floor, I think we also want to recognize the fact that the distinguished Senator from New York [Mr. JAVITS] has made many worthwhile contributions, as has also the distinguished Senator from Arizona [Mr. GOLDWATER], who participated in these meetings and although on occasions he disagreed, he nevertheless did make many contributions.

Finally I believe the committee as a whole is entitled to the thanks of the Congress and the Nation.

Mr. PROUTY. Mr. President, I am grateful to the distinguished majority leader for his generous remarks concerning me and other members of the committee. I agree wholeheartedly that every member who served on the Education Subcommittee and on the full committee have participated to a great degree in the interest of a better educational system in this country.

I share the majority leader's view that all members of the subcommittee and the full committee are entitled to a great deal of praise from those who are really interested in and concerned with one of the major problems which we must face as a nation, namely, adequate education for our boys and girls, if we are to maintain the freedoms and the type of government which we have now, and our position in the world tomorrow. I am very

grateful to the distinguished majority leader.

The PRESIDING OFFICER. The question is on agreeing to the conference report.

Mr. JAVITS. If the Senator from Oregon will help me at the moment—I gather that Senators are discussing the NDEA conference report.

Mr. MORSE. I have explained the conference report. As I said before the Senator entered the Chamber, I am greatly indebted, as is the entire committee, to the Senator from New York for the cooperation and leadership he extended to us in bringing about what I think is one of the major bills on education that this Congress has considered in many decades.

Mr. JAVITS. I believe this Congress will go down as the "Education Congress." We owe a great debt of gratitude to the senior Senator from Oregon. On many matters he often finds himself challenged by a majority of the Senate, as I do, too.

When it comes to education, however, I think he has shown such a delicacy of leadership in terms of exactly what could and could not be done that the whole country should be grateful to him.

This achievement, which has often been effectuated by him, notwithstanding his own deeply held convictions on many occasions to the contrary, because of the vast requirements of American education, makes the adoption of the report a sort of summing up of the accomplishments of this Congress in this field. It should be deeply gratifying to the Senator from Oregon.

Mr. MORSE. Mr. President, will the Senator yield?

Mr. JAVITS. I yield.

Mr. MORSE. The Senator from New York has stood in my position, a comparable position, so many times that he knows how appreciative I am of those kind words. I want the Senator from New York to know how much I appreciate his strong leadership in the field of education—and on all other fields in the Senate, for that matter. The Senate would not be the great body it is, and that we agree it is, without the Senator from New York.

Mr. JAVITS. I feel exactly that way about the Senator from Oregon.

One of the most signal achievements of the bill is to enlarge the horizon of the particular educational disciplines which relate to the national defense, more nearly an approach as to what they really should do, than what they have been under the National Defense Education Act up to now. I consider the addition of history, geography, and civics, along with English and reading, to be at long last an adult recognition of what it means to arm people with education for their own security and their own defense.

I am sure the Senate will approve the conference report, I am delighted that the House has approved it. As the days go by, every person who is being educated in this country, and the parents and friends of those people, as well as the citizens of America, should realize what a monumental achievement and

how constructive is this particular bill that we are approving today.

The PRESIDING OFFICER. The question is on agreeing to the conference report.

The report was agreed to.

Mr. McNAMARA. Mr. President, the action of the Senate today in adopting the conference report on the national defense education bill is a further tribute to the effective work of Senator WAYNE MORSE.

As chairman of the Senate Subcommittee on Education, the distinguished Senator from Oregon has earned the deep gratitude of all those who are interested in advancing American education.

Many have called the 88th Congress the "education Congress" because of the many pieces of legislation adopted which have helped to strengthen education.

Certainly this description would not have been possible without the tireless and dedicated efforts of Senator MORSE.

It has been a pleasant and rewarding experience for me to serve with WAYNE MORSE on the Education Subcommittee. I look forward to continuing our efforts in the 89th Congress.

Mr. MORSE. Mr. President, will the Senator yield?

Mr. McNAMARA. I yield.

Mr. MORSE. I have already, in the absence of the Senator from Michigan, expressed my great appreciation to him, as a member of the Subcommittee on Education, for making the bill possible.

His generosity is very much appreciated. But I repeat that I did not do anything. We all did it together.

Mr. FULBRIGHT. Mr. President, I associate myself with the remarks of the Senator from Michigan with respect to the field of education. I only regret that it does not carry over to the field of foreign relations and appropriations for foreign aid.

Mr. MORSE. Mr. President, while I truly thank the Senator for his comments on education legislation, I hope eventually, as an educator, to educate the former president of the University of Arkansas in the field of foreign relations.

FAILURE OF PASSAGE OF INCREASED SOCIAL SECURITY BENEFITS BILL AT THIS SESSION

Mr. WILLIAMS of Delaware. Mr. President, it is common knowledge that intervention by the White House with Congress is responsible for killing the bill which would have given from \$5 to \$7 per month increase to those living on social security pensions.

Apparently the decision has been made by the White House that unless Congress would approve the administration's medicare program the bill providing for these increases in social security benefits was to be pigeonholed.

This decision displays a callous disregard for the plight of the millions of our aged who have been looking forward to this increase in their social security checks to meet their rising living costs.

For the past several weeks administration rubberstamp supporters have been

shedding their crocodile tears in an effort to display their great concern for the plight of our elderly citizens.

Yesterday it had appeared that the conferees would be able to agree and approve the increased social security benefits effective immediately and then let the question of medicare go over for the determination of the next Congress. But yesterday morning when the conferees met we were presented with an entirely new 215-page bill which we were told represented the administration's latest version of a medicare proposal and we were given to understand that orders had been given by the White House either to accept this new proposal or to kill the entire bill.

This means that Congress is going home after having voted itself a \$7,500 annual salary increase and a \$10,000 increase for the Cabinet members while at the same time denying increases for those living on social security pensions.

This action demonstrates the political farce of this administration's claim of an interest in the welfare of our elderly citizens.

INVESTIGATION OF DISTRICT OF COLUMBIA STADIUM BY COMMITTEE ON RULES AND ADMINISTRATION

Mr. WILLIAMS of Delaware. Mr. President, the majority membership of the Senate Committee on Rules and Administration in its approach to the investigation of the Baker-McCloskey charges, are acting like a group of small boys delaying a trip to the woodshed in the pious hope that something will happen to the principal before they get there.

Let us stop dodging around the issue and call the witnesses: Mr. McCloskey, Mr. Baker, Mr. Reynolds, and Mr. Jenkins.

Ask Mr. McCloskey why he paid \$109,208.60 for an insurance bond, when the bill, by Mr. McCloskey's own admission, should have been \$73,631.28.

Did this \$35,000 overpayment represent kick-backs, pay-offs, and political contributions?

Did Mr. McCloskey charge these kick-backs and political contributions off as a normal business expense on his tax returns?

Does this overpayment represent an illegal procedure for making political contributions?

These are the questions that the committee should be asking, and these are the questions which must be answered before the American people will be satisfied.

Mr. SIMPSON. Mr. President, will the Senator from Delaware yield?

Mr. WILLIAMS of Delaware. I yield.

Mr. SIMPSON. Does not the Senator believe that the name of Walter Jenkins should be added?

The PRESIDING OFFICER. The time of the Senator from Delaware has expired. The Senate is still operating in the morning hour.

Mr. WILLIAMS of Delaware. Mr. President, I ask unanimous consent that

may proceed for an additional 3 minutes.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. WILLIAMS of Delaware. There is no question that Mr. Jenkins should be called, as should many other witnesses whom I did not mention. I have cited only three; but those three should certainly be called at an early stage. We have a right to ask that the committee get down to the meat of the problem and the shadow boxing which is currently taking place in the committee.

Mr. SIMPSON. I thank the Senator from Delaware. The people of the Nation are cognizant of the fact that he has done a great service for the Senate and the people of the United States in insisting upon a true and full disclosure of the sleazy business that has been taking place with respect to the Bobby Baker case.

Mr. WILLIAMS of Delaware. I thank the Senator from Wyoming. Just as in the case of small boys who delay a trip to the woodshed because the principal is there, if this matter is delayed until after November 3, the principal will still be back in the U.S. Senate.

AUTHORIZATION FOR THE COMMITTEE ON THE DISTRICT OF COLUMBIA TO FILE A REPORT OF ITS ACTIVITIES FOR THE SECOND SESSION OF THE 88TH CONGRESS

Mr. BIBLE. Mr. President, I ask unanimous consent that the Committee on the District of Columbia be authorized to have printed in the Record, after the adjournment of Congress, a complete report of the committee's activities for the 2d session of the 88th Congress.

The PRESIDING OFFICER. Without objection, it is so ordered.

AMENDMENT OF DISTRICT OF COLUMBIA TEACHERS SALARY ACT OF 1955—BILL INDEFINITELY POSTPONED

Mr. BIBLE. Mr. President, at the desk is H.R. 12042, a bill to amend the District of Columbia Teachers Salary Act of 1955. This bill was never referred to the District of Columbia Committee, for the reason that it was merged into an overall salary act. I therefore ask unanimous consent that H.R. 12042 be indefinitely postponed.

The PRESIDING OFFICER. Without objection, H.R. 12042 is indefinitely postponed.

RETIREMENT BENEFITS FOR THE JUDGES OF DISTRICT OF COLUMBIA COURTS—CORRECTION OF ENROLLED BILL

Mr. BIBLE. Mr. President, I ask that the Chair lay before the Senate a message from the House of Representatives transmitting to the Senate, House Concurrent Resolution 370.

The PRESIDING OFFICER. The Chair lays before the Senate, House Con-

current Resolution 370, relating to the enrollment of the bill H.R. 5871.

MR. BIBLE. Mr. President, the concurrent resolution relates to a technical amendment and is required to correct an error in H.R. 5871, which is a retirement act pertaining to District of Columbia judges. It makes a correction in the act that has been miscited. I ask that the Senate agree to the concurrent resolution.

The PRESIDING OFFICER. The question is on agreeing to the concurrent resolution.

The concurrent resolution (H. Con. Res. 370) was agreed to.

THE 88TH CONGRESS AND FISHERIES

Mr. BARTLETT. Mr. President, probably no Congress in the history of the United States has labored as effectively in behalf of the U.S. fisheries as has the one which is now ready to adjourn. I have previously, and on several occasions, called attention to this.

"Significant Fishery Legislation of the 88th Congress" is the title of a speech delivered at Atlantic City on September 22, before the Atlantic States Marine Fisheries Commission, by H. E. Crowther, Deputy Director of the Bureau of Commercial Fisheries, of the Department of the Interior. Because it is such an excellent summation, I ask unanimous consent that Mr. Crowther's remarks before the Commission be printed at this point in the RECORD.

There being no objection, the speech was ordered to be printed in the RECORD, as follows:

SIGNIFICANT FISHERY LEGISLATION OF THE 88TH CONGRESS

(Remarks by H. E. Crowther, Deputy Director, Bureau of Commercial Fisheries, 23d annual meeting, Atlantic States Marine Fisheries Commission, September 22, 1964)

At the close of the 1st session of the 88th Congress the press referred to that session as being the longest during a time of peace with the least accomplished. Now that we can look at both sessions, a generalization of that kind would be incorrect, particularly concerning fishery legislation. The 88th Congress took more significant action concerning fisheries than any Congress since the 84th which took the time and expended the effort necessary to create the Fish and Wildlife Act of 1956.

One measure of activity on fishery legislation in this 88th Congress is the number of committee hearings held on proposals that would in some way affect fisheries. During this Congress the Bureau of Commercial Fisheries participated in 37 such hearings. The real measure though is the number and substance of enacted proposals and there are five to which we can point with satisfaction. They are:

S. 1006 (Public Law 88-498), sometimes referred to as the subsidy bill but properly known as the United States Fishing Fleet Improvement Act;

S. 627 (Public Law 88-309), sometimes referred to as the State aid bill or the Federal aid to States bill but properly known as the Commercial Fisheries Research and Development Act of 1964;

S. 1988 (Public Law 88-308), to prohibit fishing by foreign-flag vessels in the territorial waters of the United States;

S. 978 (Public Law 88-424), medical care for fishing vessel owners; and

Public Law 88-205 which amended Public Law 480 to permit domestically produced fishery products to be treated as surplus agriculture commodities under certain conditions for the purposes of titles I and IV of Public Law 480.

UNITED STATES FISHING FLEET IMPROVEMENT ACT

The new law is in the form of an amendment to the fishing vessel construction subsidy law which expired on June 12 1963, to extend the life of that law from its expiration date last year to June 30, 1969. At the same time, the new law makes substantial changes in the earlier program. For example, the maximum subsidy is changed from 33½ percent to 50 percent of the cost of the vessel. The requirement for a finding of injury which limited the earlier program to the New England groundfish fishery, is eliminated. A new requirement has been added that the vessel be of advanced design which will enable it to operate in expanded areas and that it be equipped with newly developed gear. There is also a stipulation that the vessel will not operate in a fishery if such operation would cause economic hardship to fishing vessel operators already operating in that fishery. The committee report indicates that by "newly developed gear" the Congress intends that the vessel be equipped with "the most modern gear available."

Under the new law a notice and hearing are required prior to the granting of a subsidy. This procedure will be of great assistance in determining whether or not the granting of a subsidy would cause economic hardship to fishing vessel operators already operating in that fishery.

Another new element in the law is the authority for a subsidized vessel to be transferred to a different fishery after notice and hearing and upon the approval by the Secretary of the Interior of the transfer. Here again the law takes into consideration the protection of the economic interests of those already in a fishery.

Because the law will now have a wider application than it had in the past, it is anticipated that a greater number of applications will be received. The authorization for the annual appropriation of funds was therefore raised from \$2½ million to \$10 million. The amounts that will actually be appropriated under this authorization will no doubt depend upon the extent to which the industry moves to upgrade our deteriorating fleet by use of this program.

COMMERCIAL FISHERIES RESEARCH AND DEVELOPMENT ACT OF 1964

For some 6 years the Congress has had pending some form of proposal to provide to the individual States assistance from the Federal Government for research in and development of commercial fisheries. Bills in the 86th and 87th Congresses all took the form of a grant-in-aid program to be financed by a transfer of funds from the section 32 funds held by Agriculture. In some cases the proposals would have used our present S-K fund (which comes by transfer from Agriculture) and other proposals would have created a new fund for the purpose that would have been a twin fund to the S-K fund.

In the 88th Congress there were a number of proposals that followed this same pattern, but there was also a new type of proposal which would provide Federal aid to the States from a fund created by direct appropriation. It was this latter type proposal that finally won the approval of the Congress and was enacted as Public Law 88-309. This act authorizes the Secretary of the Interior to cooperate with the States through their respective State agencies which regulates commercial fisheries in carrying out projects designed for the research and development of the commercial fish-

eries resources of the Nation. Puerto Rico, American Samoa, the Virgin Islands, and Guam are treated as States. The act contains four different authorizations.

Section 4(a) authorizes the appropriation of \$5 million annually for 5 years, which is to be apportioned annually among the States according to a formula based upon the amount of commercial fishery activity in each State. The funds are to be available for expenditure for 2 years and if not used revert to the Treasury of the United States. Projects approved under this subsection will be financed by the Federal Government and by the State government and the share of the Federal Government cannot exceed 75 percent. The apportionment to each State shall be not less than one-half of 1 percent nor more than 6 percent of the amount appropriated annually under this section.

Section 4(b) authorizes the appropriation of \$400,000 for each of the first 2 years of the program and \$650,000 for each of the last 3 years of the program. This money is to be made available to the States in amounts to be determined by the Secretary for the purposes of the act. The Secretary must give preference to those States in which he determines there is a commercial fishery failure due to a resource disaster arising from natural or undetermined causes. Under this subsection the money may be used for any purpose the Secretary determines to be appropriate to restore the fishery affected by such failure or to prevent a similar failure in the future. Projects approved under this subsection are to be financed entirely from Federal funds and the money appropriated is available until expended.

Section 4(c) authorizes the appropriation of \$100,000 annually for 5 years. The funds are to be made available to States in amounts to be determined by the Secretary for developing a new commercial fishery. The funds are available until expended and projects approved under this subsection are to be financed entirely from Federal funds.

The fourth authorization is contained in section 9 of the act and is not related to the preceding authorizations. The section amends section 4 of the Fish and Wildlife Act of 1956 to permit the fishery loan fund established by that act to be used for loans to Alaska fishermen for charter of fishing vessels for temporary replacement pending the repair or the permanent replacement of vessels damaged or lost in the earthquake disaster of March 27, 1964. The charter loans are to be repaid only from the net profits of the operation of the chartered vessels after deducting a reasonable amount for salary of the fishermen chartering the vessels. This fourth authorization expires June 30, 1966.

PROHIBITION OF FISHING IN U.S. TERRITORIAL WATERS BY FOREIGN-FLAG VESSELS

Foreign-flag vessels have been denied the privilege of fishing in U.S. territorial waters almost since the beginning of the country by an interpretation of the laws which govern the documentation of U.S. vessels. However, in all that time there has been no statutory penalty for violations and the only course of action open to U.S. enforcement vessels has been to request any violator to leave U.S. waters.

This situation was highlighted in 1964 when the Coast Guard apprehended Cuban fishing vessels fishing in our territorial waters off the coast of Florida. There being no Federal law providing penalties, the violators were turned over to the State for prosecution.

Public Law 88-308 provides a clear statement of the prohibition against fishing in U.S. territorial waters by foreign-flag vessels and provides for enforcement of the prohibition and statutory penalties for violations. The law also prohibits foreign-flag vessels from taking any Continental Shelf fishery



An Act

78 STAT. 1100.

To amend and extend the National Defense Education Act of 1958 and to extend Public Laws 815 and 874, Eighty-first Congress (federally affected areas).

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Defense Education Act Amendments, 1964."

National Defense
Education Act
Amendments, 1964.

TITLE I—AMENDMENTS OF TITLE I

AMENDMENT OF STATEMENT OF FINDINGS

SEC. 101. The second sentence of the second paragraph of section 101 of the National Defense Education Act of 1958 is amended by striking out "which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology".

72 Stat. 1581.
20 USC 401.

SCHOOLS OF NURSING

SEC. 102. The second sentence of section 103(b) of the National Defense Education Act of 1958 is amended by striking out "private" and by striking out "(3),", and by inserting before the period at the end thereof the following: ", and includes any school of nursing as defined in subsection (1) of this section".

20 USC 403.

ADDITIONAL DEFINITIONS

SEC. 103. Section 103 of such Act is amended by adding at the end thereof the following:

"(l) The term 'school of nursing' means a public or other nonprofit collegiate or associate degree school of nursing.

"(m) The term 'collegiate school of nursing' means a department, division, or other administrative unit in a college or university which provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of arts, bachelor of science, bachelor of nursing, or to an equivalent degree, or to a graduate degree in nursing.

"(n) The term 'associate degree school of nursing' means a department, division, or other administrative unit in a junior college, community college, college, or university which provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or to an equivalent degree.

"(o) The term 'accredited' when applied to any program of nurse education means a program accredited by a recognized body or bodies approved for such purpose by the Commissioner of Education."

TITLE II—AMENDMENTS OF TITLE II

APPROPRIATIONS AUTHORIZED

SEC. 201. The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out "and \$135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education" and inserting in lieu thereof "\$163,300,000 for the fiscal year ending June 30, 1965, \$179,300,000 for the fiscal year ending June

77 Stat. 415.
20 USC 421.

30, 1966, \$190,000,000 for the fiscal year ending June 30, 1967, and \$195,000,000 for the fiscal year ending June 30, 1968, and such sums for the fiscal year ending June 30, 1969, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1968, to continue or complete their education”.

ALLOTMENTS TO STATES

72 Stat. 1583;
77 Stat. 416.
20 USC 422.

SEC. 202. Section 202 of the National Defense Education Act of 1958 is amended by striking out “1965” wherever it appears therein and inserting in lieu thereof “1968”.

PAYMENT OF FEDERAL CAPITAL CONTRIBUTIONS

20 USC 423.

SEC. 203. Effective with respect to fiscal years beginning after June 30, 1964, section 203 of the National Defense Education Act of 1958 is further amended by striking out subsection (b) and by striking out “(a)” after “SEC. 203.”.

CONDITIONS OF AGREEMENTS

20 USC 424.

SEC. 204. (a) Paragraph (4) of section 204 of the National Defense Education Act of 1958 is amended to read as follows:

“(4) provide that in the selection of students to receive loans from such student loan fund special consideration shall be given to students with a superior academic background; and”.

20 USC 421-429.

(b) The amendment made by subsection (a) of this section shall apply to the selection of students under title II of the National Defense Education Act of 1958 made in or after the second month following the month in which this Act is enacted.

TERMS OF LOANS

20 USC 425.

SEC. 205. (a) Subsection (a) of section 205 of the National Defense Education Act of 1958 is amended to read as follows:

“(a) The total of the loans for any academic year or its equivalent, as determined under regulations of the Commissioner, made by institutions of higher education from loan funds established pursuant to agreements under this title may not exceed \$2,500 in the case of any graduate or professional student (as defined in regulations of the Commissioner), and may not exceed \$1,000 in the case of any other student. The aggregate of the loans for all years from such funds may not exceed \$10,000 in the case of any graduate or professional student (as so defined, and including any loans from such funds made to such person before he became a graduate or professional student), or \$5,000 in the case of any other student.”

(b)(1) Paragraph (1) of subsection (b) of such section 205 is amended to read as follows:

“(1) such a loan shall be made only to a student who (A) is in need of the amount of the loan to pursue a course of study at such institution, and (B) is capable, in the opinion of the institution, of maintaining good standing in such course of study, and (C) has been accepted for enrollment as a student in such institution or, in the case of a student already attending such institution, is in good standing there either as an undergraduate, graduate, or professional student, and (D) is carrying at least one-half the normal full-time academic workload as determined by the institution;”.

(2) Paragraph (2) of such subsection (b) of such section 205 is amended by striking out "and (D)" and inserting in lieu thereof the following: "(D) the institution may provide that periodic installments need not be paid during any period or periods, aggregating not in excess of three years, during which the borrower is in part-time attendance at an institution of higher education taking courses which are creditable toward a degree, and may also provide that any such period shall not be included in determining the ten-year period during which the repayment must be completed, but interest shall continue to accrue during any such period, and (E)". 72 Stat. 1584.
20 USC 425.

(3) Subparagraph (3) of such subsection (b) of such section 205 is amended to read as follows:

"(3) not to exceed 50 per centum of any such loan (plus interest) shall be canceled for service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, at the rate of 10 per centum of the amount of such loan plus interest thereon, which was unpaid on the first day of such service for each complete academic year of such service;"

(4) Paragraph (4) of subsection (b) of such section 205 is amended by inserting immediately before the semicolon at the end thereof the following: "in all cases except where the date on which repayment is to begin is suspended by reason of clause (D) of paragraph (2)".

(c) The amendment made by subsection (a) shall apply for purposes of determining the amount of any loans under title II of the National Defense Education Act of 1958 for academic years beginning after the date of enactment of this Act. The amendments made by paragraphs (2) and (4) of subsection (b) shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (3) of subsection (b) shall apply with respect to service performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment. 20 USC 421-429.

DISTRIBUTION OF ASSETS FROM STUDENT LOAN FUNDS

SEC. 206. Section 206 of the National Defense Education Act of 1958 is amended by striking out "1969" wherever it appears therein and inserting in lieu thereof "1972". 77 Stat. 416.
20 USC 426.

TITLE III—AMENDMENTS OF TITLE III

EXTENSION OF TITLE

SEC. 301. Title III of the National Defense Education Act of 1958 is amended by striking "TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION" as it appears as the heading of that title, and inserting in lieu thereof: "TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS". 20 USC 441-445.

APPROPRIATIONS AUTHORIZED

SEC. 302. Section 301 of the National Defense Education Act of 1958 is amended to read as follows:

72 Stat. 1588;
77 Stat. 416.
20 USC 441.

"APPROPRIATIONS AUTHORIZED

"SEC. 301. There are hereby authorized to be appropriated \$70,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$90,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for (1) making payments to State educational agencies under this title for the acquisition of equipment and for minor remodeling, described in paragraph (1) of section 303(a), and (2) making loans authorized in section 305. There are also authorized to be appropriated \$5,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years, and \$10,000,000 for the fiscal year ending June 30, 1965, and for each of the three succeeding fiscal years, for making payments to State educational agencies under this title to carry out the programs described in paragraph (5) of section 303(a)."

ALLOTMENTS TO STATES

20 USC 442.

SEC. 303. (a) The second sentence of subsection (a)(2) of section 302 of the National Defense Education Act of 1958 is amended by striking out "as soon as possible after the enactment of this Act, and again between July 1 and August 31 of 1959" and inserting in lieu thereof "between July 1 and August 31 of each even-numbered year beginning with calendar year 1964".

(b) The third sentence of such subsection is amended to read as follows: "Each such promulgation shall be conclusive for each of the two fiscal years in the period July 1 next succeeding such promulgation, except that the ratios promulgated in 1959 shall be conclusive for each of the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965."

(c) Effective with respect to allotments under subsection (b) of section 302 of such Act for fiscal years beginning after June 30, 1964, the third sentence of such subsection is amended by striking out "\$20,000" wherever it appears therein and inserting in lieu thereof "\$50,000".

STATE PLANS

20 USC 443.

SEC. 304. (a) Clause (A) of section 303(a)(1) of the National Defense Education Act of 1958 is amended to read as follows: "(A) acquisition of laboratory and other special equipment (other than supplies consumed in use), including audiovisual materials and equipment, and printed and published materials (other than textbooks), suitable for use in providing education in science, mathematics, history, civics, geography, modern foreign language, English, or reading in public elementary or secondary schools, or both, and of testgrading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and such equipment may, if there exists a critical need therefor in the judgment of local school authorities, be used when available and suitable in providing education in other subject matter, and".

(b) Paragraph (5) of section 303(a) is amended by striking out "and modern foreign languages" and inserting in lieu thereof "history, civics, geography, modern foreign languages, English, and reading".

PAYMENTS TO STATES

SEC. 305. The second sentence of subsection (b) of section 304 of such Act is amended by striking out "five" and inserting in lieu thereof "eight".

72 Stat. 1589;
77 Stat. 417.
20 USC 444.

INTEREST RATES

SEC. 306. Paragraph (3) of subsection (b) of section 305 of such Act is amended by striking out "as of the last day of the month" and inserting in lieu thereof the following: "as computed at the end of the fiscal year next".

20 USC 445.

TITLE IV—FELLOWSHIPS

SEC. 401. Effective July 1, 1964, section 402(a) of the National Defense Education Act of 1958 is amended to read as follows:

72 Stat. 1591;
77 Stat. 417.
20 USC 462.

"NUMBER OF FELLOWSHIPS

"SEC. 402. (a) During the fiscal year ending June 30, 1965, the Commissioner is authorized to award not to exceed three thousand fellowships to be used for study in graduate programs at institutions of higher education, during the fiscal year ending June 30, 1966, he is authorized to award not to exceed six thousand such fellowships, and during each of the two succeeding fiscal years, he is authorized to award not to exceed seven thousand five hundred such fellowships. Such fellowships may be awarded for such period of study as the Commissioner may determine, but not in excess of three academic years, except that where a fellowship holder pursues his studies as a regularly enrolled student at the institution during periods outside the regular sessions of the graduate program of the institution, a fellowship may be awarded for a period not in excess of three calendar years."

AWARD OF FELLOWSHIPS AND APPROVAL OF INSTITUTIONS

SEC. 402. (a) The first sentence of subsection (a) of section 403 of the National Defense Education Act of 1958 is amended to read as follows: "Of the total number of fellowships authorized by section 402(a) to be awarded during a fiscal year (1) not less than one thousand five hundred of such fellowships awarded during the fiscal year ending June 30, 1965, and not less than one-third of such fellowships awarded during the three succeeding fiscal years shall be awarded to individuals accepted for study in graduate programs approved by the Commissioner under this section, and (2) the remainder shall be awarded on such bases as he may determine, subject to the provisions of subsection (c)." The second sentence of subsection (a) of such section is amended by striking out ", and" at the end of clause (2) and inserting in lieu thereof a period, and by striking out clause (3) thereof.

20 USC 463.

(b) Section 403(b) of such Act is amended by striking out "under this title" and inserting in lieu thereof "as described in clause (1) of subsection (a)", and by inserting before the period at the end thereof the following: ", and the Commissioner shall give consideration to such objective in determining the number of fellowships awarded under this title for attendance at any one institution of higher education".

(c) Section 403 of such Act is further amended by adding at the end thereof the following new subsections:

"(c) Recipients of fellowships under this title shall be persons who are interested in teaching, or continuing to teach, in institutions of higher education and are pursuing, or intend to pursue, a course of study leading to a degree of doctor of philosophy or an equivalent degree.

"(d) No fellowship shall be awarded under this title for study at a school or department of divinity. For the purposes of this subsection, the term 'school or department of divinity' means an institution, or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects."

(d) The amendments made by this section shall become effective July 1, 1964.

FELLOWSHIP STIPENDS

20 USC 464.

SEC. 403. Section 404(a) of the National Defense Education Act of 1958 is amended (1) by striking out "after the baccalaureate degree", and (2) by adding at the end thereof the following: "Where a person awarded a fellowship under this title for study at an institution of higher education pursues his studies as a regularly enrolled student at such institution during periods outside of the regular sessions of the graduate program of the institution, the Commissioner may make appropriate adjustments in his stipends and allowances for dependents."

TITLE V—GUIDANCE, COUNSELING, AND TESTING; IDENTIFICATION AND ENCOURAGEMENT OF ABLE STUDENTS

APPROPRIATIONS AUTHORIZED

72 Stat. 1592;
77 Stat. 417.
20 USC 481.

SEC. 501. Section 501 of the National Defense Education Act of 1958 is amended by striking out "and \$17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year," and inserting in lieu thereof "\$17,500,000 for the fiscal year ending June 30, 1964, \$24,000,000 for the fiscal year ending June 30, 1965, \$24,500,000 for the fiscal year ending June 30, 1966, and \$30,000,000 for each of the two succeeding fiscal years,".

STATE PLANS

20 USC 483.

SEC. 502. Paragraphs (1) and (2) of section 503(a) of the National Defense Education Act of 1958 are amended to read as follows:

"(1) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

"(2) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions."

PAYMENTS TO STATES

20 USC 484.

SEC. 503. (a) Section 504(a) of the National Defense Education Act of 1958 is amended by striking out "five" and inserting in lieu thereof "eight".

(b) Section 504(b) of such Act is amended by striking out “, who are not below grade 7,” and by striking out “six” and inserting in lieu thereof “nine”, and by inserting after “schools” the first time it appears the following: “, or junior colleges or technical institutes,”.

JUNIOR COLLEGES AND TECHNICAL INSTITUTES

SEC. 504. Title V of the National Defense Education Act of 1958 is amended by inserting after section 504 the following new section:

“DEFINITIONS

“SEC. 505. For the purposes of this title, the term ‘junior colleges or technical institutes’ means (1) institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor’s degree, and (2) institutions which meet the requirements of clauses (1), (2), (4), and (5) of section 103(b) and are organized and administered principally to provide a two-year program in engineering, mathematics, or the physical or biological sciences which is designed to prepare the student to work as a technician and at a semiprofessional level in engineering, scientific, or other technological fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge, and, if a branch of an institution of higher education offering four or more years of higher education, is located in a community different from that in which its parent institution is located.”

COUNSELING AND GUIDANCE TRAINING INSTITUTES

SEC. 505. Section 511 of such Act is amended to read as follows: 20 USC 491.

“AUTHORIZATION

“SEC. 511. (a) There are hereby authorized to be appropriated \$6,250,000 for the fiscal year ending June 30, 1959, \$7,250,000 for the fiscal year ending June 30, 1960, and for each of the eight succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals who are engaged, or are teachers preparing to engage, in counseling and guidance of students in elementary or in secondary schools or in institutions of higher education, including junior colleges and technical institutes as defined in section 505.

“(b) Each individual who attends an institute operated under the provisions of this part shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent.”

TITLE VI—LANGUAGE DEVELOPMENT

EXTENSION OF TITLE

SEC. 601. (a) Section 601 of the National Defense Education Act of 1958 is amended by striking out “1965” wherever it appears therein and inserting in lieu thereof “1968”. 72 Stat. 1593;
77 Stat. 418.
20 USC 511.

20 USC 513.

(b) Section 603 of such Act is amended to read as follows:

"APPROPRIATIONS AUTHORIZED

"SEC. 603. There are hereby authorized to be appropriated \$8,000,000 for the fiscal year ending June 30, 1964, \$13,000,000 for the fiscal year ending June 30, 1965, \$14,000,000 for the fiscal year ending June 30, 1966, \$16,000,000 for the fiscal year ending June 30, 1967, and \$18,000,000 for the fiscal year ending June 30, 1968, to carry out the provisions of this title."

REPEALER

SEC. 602. Effective July 1, 1964, title VI of the National Defense Education Act of 1958 is amended by striking out the center heading "Part A—Centers and Research and Studies" and by striking out part B thereof.

TITLE VII—UTILIZATION OF TELEVISION, RADIO MOTION PICTURES, AND RELATED MEDIA FOR EDU CATIONAL PURPOSES

EXTENSION OF PROGRAM

72 Stat. 1597;
77 Stat. 419.
20 USC 563.

SEC. 701. Section 763 of the National Defense Education Act of 1958 is amended by striking out "six succeeding fiscal years" and inserting in lieu thereof "nine succeeding fiscal years".

TITLE VIII—MISCELLANEOUS**STATE ADMINISTRATION**

20 USC 584.

SEC. 801. (a) Subparagraph (2) of section 1004(a) of the National Defense Education Act of 1958 is amended by inserting before the semicolon "and will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verifications of such reports".

(b) Subparagraph (3) of such section 1004(a) is amended by inserting before the period at the end thereof "(including such funds paid by the State to the local educational agencies)".

EXTENSION OF STATISTICAL SERVICES PROGRAM

72 Stat. 1605;
77 Stat. 419.
20 USC 589.

SEC. 802. Section 1009(a) of the National Defense Education Act of 1958 is amended by striking out "six" and inserting in lieu thereof "nine".

TITLE IX—ADDITIONAL TITLE

SEC. 901. (a) The National Defense Education Act of 1958 is amended by adding at the end thereof the following new title:

"TITLE XI—INSTITUTES**"AUTHORIZATION OF INSTITUTES**

"SEC. 1101. There are authorized to be appropriated \$32,750,000 for the fiscal year ending June 30, 1965, and each of the three succeeding fiscal years, to enable the Commissioner to arrange, through grants or contracts, with institutions of higher education for the operation by

them of short-term or regular session institutes for advanced study, including study in the use of new materials, to improve the qualification of individuals—

“(1) who are engaged in or preparing to engage in the teaching, or supervising or training of teachers, of history, geography, modern foreign languages, reading, or English in elementary or secondary schools,

“(2) who are engaged in or preparing to engage in the teaching of disadvantaged youth and are, by virtue of their service or future service in elementary or secondary schools enrolling substantial numbers of culturally, economically, socially, and educationally handicapped youth, in need of specialized training; except that no institute may be established under this title for teachers of disadvantaged youth unless such institute will offer a specialized program of instruction designed to assist such teachers in coping with the unique and peculiar problems involved in the teaching of such youth,

“(3) who are engaged as, or preparing to engage as, library personnel in the elementary or secondary schools, or as supervisors of such personnel, or

“(4) who are engaged as, or are preparing to engage as, educational media specialists.

“STIPENDS

“SEC. 1102. Each individual who attends an institute operated under the provisions of this title shall be eligible (after application therefor) to receive a stipend at the rate of \$75 per week for the period of his attendance at such institute, and each such individual with one or more dependents shall receive an additional stipend at the rate of \$15 per week for each such dependent.”

TITLE X—AMENDMENTS OF TABLE OF CONTENTS

SEC. 1001. The table of contents of the National Defense Education Act of 1958 is amended—

(1) by striking out

“TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION”

and inserting in lieu thereof

“TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES, AND OTHER CRITICAL SUBJECTS”;

(2) by inserting after

“Sec. 504. Payments to States.”

the following:

“Sec. 505. Definitions.”;

(3) by striking out

“PART A—CENTERS AND RESEARCH AND STUDIES”;

(4) by striking out

“PART B—LANGUAGE INSTITUTES

“Sec. 611. Authorization.”;

(5) by inserting at the end thereof the following:

"TITLE XI—INSTITUTES

"Sec. 1101. Authorization of institutes.

"Sec. 1102. Stipends."

TITLE XI—FEDERALLY AFFECTED AREAS

AMENDMENTS TO PUBLIC LAW 815

72 Stat. 548;
77 Stat. 419.

SEC. 1101. (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631-645), is amended by striking out "1965" and inserting in lieu thereof "1966".

(b) Subsection (b) of section 14 of such Act is amended by striking out "1965" each time it appears therein and inserting in lieu thereof "1966".

(c) Paragraph (13) of section 15 of such Act is amended by inserting "the District of Columbia," after "Guam,".

(d) Paragraph (15) of section 15 of such Act is amended by striking out "1962-1963" and inserting in lieu thereof "1963-1964".

AMENDMENTS TO PUBLIC LAW 874

64 Stat. 1100;
77 Stat. 419.

SEC. 1102. (a) Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236-244), are each amended by striking out "1965" each place where it appears and inserting in lieu thereof "1966".

(b) Section 9(8) of such Act is amended by inserting "the District of Columbia," after "Guam,".

COMPREHENSIVE STUDY

Report to
Congress.

SEC. 1103. The Commissioner of Education shall submit to the Secretary of Health, Education, and Welfare for transmission to the Congress on or before June 30, 1965, a full report of the operation of Public Laws 815 and 874, as extended by this Act, and his recommendations as to what amendments to such laws should be made if they are further extended.

Approved October 16, 1964.

LEGISLATIVE HISTORY:

HOUSE REPORTS: No. 1639 accompanying H. R. 11904 (Comm. on Education and Labor) and No. 1916 (Comm. of Conference).

SENATE REPORT No. 1275 (Comm. on Labor and Public Welfare).
CONGRESSIONAL RECORD, Vol. 110 (1964):

Aug. 1: Considered and passed Senate.

Aug. 14: Considered and passed House, amended, in lieu of H. R. 11904.

Oct. 1: House agreed to conference report.

Oct. 2: Senate agreed to conference report.

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